

**Inspection under Section 10 of the  
Schools Inspections Act 1996**

**Neyland Junior School  
John Street  
Neyland  
Milford Haven  
SA73 1TH**

**School Number: 6682244**

**Date of Inspection: 27 February 2006**

**by**

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78144**

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- \* secondary schools;
- \* special schools;
- \* pupil referral units;
- \* independent schools;
- \* further education;
- \* adult community-based learning;
- \* youth support services;
- \* LEAs;
- \* teacher education and training;
- \* work-based learning;
- \* careers companies; and
- \* the education, guidance and training elements of Jobcentre Plus.

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Neyland Junior C.P. School was inspected as part of a national programme of school inspection. The purpose of inspection is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents information about the performance of their child's school.

The inspection of Neyland Junior C.P. School took place between 27/02/06 and 01/03/06. An independent team of inspectors, led by Mr Robert H Jones undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral, social and cultural development.

The five-point scale used to represent all inspection judgements in this report is as follows:

<b>Grade 1</b>	good with outstanding features
<b>Grade 2</b>	good features and no important shortcomings
<b>Grade 3</b>	good features outweigh shortcomings
<b>Grade 4</b>	some good features, but shortcomings in important areas
<b>Grade 5</b>	many important shortcomings

"There are three types of inspection.

For **all** inspections, there is a written report on seven key questions.

For **short** inspections, there are no subject reports.

For **standard** inspections, there are also reports on six subjects.

For **full** inspections, there are also reports on all subjects.

**Estyn decides the kind of inspection that a school receives, mainly on the basis of its past performance. Most schools receive a standard inspection. All special schools, pupil referral units and any new or amalgamated schools receive a full inspection.**

This school received a **standard** inspection.

## Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and LEAs.

The term 'Reception' (R) refers to the year group of pupils in a primary school who reach the age of 5 during the academic year. Year 1 refers to the year group of pupils who reach the age of 6 during the academic year and so on. Year 13 is the year group of students who reach the age of 18 during the academic year.

Primary phase:

Year	R	Y 1	Y 2	Y 3	Y 4	Y 5	Y 6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y 7	Y 8	Y 9	Y 10	Y 11	Y 12	Y 13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The National Curriculum covers four key stages as follows:

Key stage 1	Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

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## Context

### The nature of the provider

1. Neyland Junior School is situated in the small town of Neyland which lies on the banks of the Cleddau river in South Pembrokeshire where it joins the haven at Milford. The school receives the vast majority of its pupils from the neighbouring Infant School and serves the local community and the surrounding area. Although there has been a recent upturn in the economy with less unemployment, approximately 21% of pupils are entitled to free school meals, a figure which is higher than the local education authority (LEA) and national averages. The school caters for pupils between seven and 11 years.
2. There are 174 pupils on roll who are taught in seven classes, all comprising pupils from one age group with the exception of one mixed-age class for Y5 and Y6. In total, 70 pupils have special educational needs (SEN), three of whom have statements of educational need. The school's admission arrangements follow the LEA's admission policy and does not discriminate against children with SEN. No pupils come from Welsh speaking homes and 99% are white.
3. The school was last inspected in January 2000. Since then, the school roll has fallen but the school has managed to retain its staffing levels well. Currently there are eight teachers at the school, two of whom job-share, together with a part-time teacher for Welsh who is employed for 0.33 of a week and a teacher who covers for staff planning, preparation and assessment (PPA) time. He is employed for 0.5 of a week. The headteacher who was appointed in January 1999 has no full-time teaching commitment. The school employs six learning support assistants (LSAs) four of whom are employed full-time and two part-time.

### The school's priorities and targets

4. The areas for improvement identified by the school are to:
  - consolidate and further develop bilingualism;
  - further develop the music curriculum;
  - continue to develop links with parents and the wider community.
5. The targets in the current school development plan (SDP) include:
  - reviewing all aspects of physical education throughout the school;
  - implementing, managing and supporting the arrangements for PPA time;
  - reviewing assessment in science.

## Summary

6. Neyland Junior School is a good school with a number of outstanding features. The excellent relationships between staff and pupils contribute significantly to the quality of life in the school and the good standards achieved. Each member of the school community feels valued and respected and the school has a warm, caring ethos.

### Table of grades awarded

Key question	Inspection grade
1 How well do learners achieve?	Grade 2
2 How effective are teaching, training and assessment?	Grade 1
3 How well do the learning experiences meet the needs and interests of learners and the wider community?	Grade 1
4 How well are learners cared for, guided and supported?	Grade 1
5 How effective are leadership and strategic management?	Grade 2
6 How well do leaders and managers evaluate and improve quality and standards?	Grade 2
7 How efficient are leaders and managers in using resources?	Grade 1

### Grades for standards in subjects inspected

7. Standards of achievement in the lessons observed are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
23%	62%	15%	0%	0%

8. Pupils' standards of achievement in the lessons observed are much higher than the Welsh Assembly Government targets for all Wales by 2007, that is 98% of standards being satisfactory (the equivalent of Grade 3) and 65% good (the equivalent of Grade 2) or better.
9. In Key stage (KS)2, in the subjects inspected, standards of achievement are as follows:

Subject	Key Stage 2
Welsh second language	Grade 2
Mathematics	Grade 2
Science	Grade 2
Geography	Grade 2
Physical Education	Grade 2
Religious Education	Grade 2

10. In NC assessments in 2005, results in KS2 (by teacher assessment) were higher than the LEA results and all-Wales averages in English and mathematics and below the average in science. When compared with similar schools in Wales, results are in the first 25 per cent in English, in the second 25 per cent in mathematics and in the third 25 per cent in science. The percentage of pupils achieving at least level 4 is in the second 25 per cent. Girls outperformed boys in each of the three subjects in 2005 but there is no discernible pattern over time. Over the past three years the school has met most of its targets.
11. Pupils identified with SEN achieve good standards according to their age and ability. They make good progress and achieve well the targets set for them.
12. In KS2, pupils' standards of achievement in the key skills of listening, speaking, reading, writing, numeracy and information and communications technology (ICT) are good with no important shortcomings.
13. Pupils' bilingual skills are generally underdeveloped although pupils in lower KS2 demonstrate a more secure understanding of both languages and are learning to use both in appropriate contexts.
14. Pupils make outstanding progress in their personal and social skills. Pupils have sound moral values and exhibit these regularly from day-to-day in the life and work of the school.
15. The standards of behaviour of the great majority of pupils are very high and they display an outstanding degree of self-discipline in response to the school's high expectations.
16. Pupils' attendance over the past three terms averages 94% and is line with school targets but is below that which is expected by the Welsh Assembly Government.

### **The quality of education and training**

17. In the lessons observed, the quality of teaching was as follows :

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
27%	70%	3%	0%	0%

18. The percentage of both Grade 1 and Grade 2 teaching is well above the all-Wales average.
19. Teachers have high expectations of pupils and exhort them at all times to do their best and pupils generally respond well. Lessons are well planned, have clear objectives which are shared with the pupils and activities are usually very stimulating and challenging.
20. An outstanding feature of the teaching and a strength of the school is the quality of the relationships between teachers and pupils. This is characterised by mutual

respect; teachers constantly demonstrate to pupils through word and deed that they are valued.

21. Teachers have a very good knowledge of subjects and NC common requirements and they use a wide range of teaching techniques effectively. In particular the use made by teachers of the interactive whiteboard to capture pupils' interest and motivate them is good throughout the school.
22. The school designates one week each year Equal Opportunities week which very effectively promotes pupils awareness of race issues. Through its excellent Personal and Social Education (PSE) programme the school actively encourages pupils to reflect on these issues.
23. The school effectively promotes Y Cwricwlwm Cymreig and pupils have a good understanding of their culture. Some good use is made of incidental Welsh, however, teachers do not plan in sufficient detail opportunities to develop pupils' bilingual skills.
24. Assessment procedures meet statutory requirements. By establishing an outstanding system of assessment which is both comprehensive and manageable, the school is able to regularly and effectively assess pupils' achievements and progress in English, mathematics and science as they move through the school. Annual reports to parents are of outstanding quality.
25. The KS2 curriculum is broad, balanced and flexible. It fully meets the requirements of the NC and religious education and is accessible to all pupils, including those with SEN. The school ensures that its equal opportunities policy operates appropriately and that this is regularly reviewed and monitored.
26. Pupils are offered a rich and varied curriculum which ensures that they are provided with an outstanding range of valuable learning experiences.
27. The quality and range of extra-curricular activities available for pupils are outstanding. Pupils choose to involve themselves in, for instance, sport, instrumental activities, the school choir, art, ICT, eco club and philately. A significant number of pupils take advantage of these opportunities to extend their learning and their interests. Members of the stamp club were recently invited to attend the launch of a set of postage stamps commemorating I.K.Brunel.
28. There are many planned visits to places of historical and cultural interest and older pupils benefit from a variety of residential visits, for instance to Llangrannog.
29. Daily acts of collective worship are carefully planned and a number of subjects contribute to pupils' spiritual development by providing them with opportunities to reflect on creative work, poetry, music and the natural world.
30. Pupils have a clear sense of right and wrong. They show respect for each other, for adults, the school environment and resources. Pupils have very good social skills. They co-operate well together in lessons and other activities. Relationships

throughout the school are outstanding. Pupils' cultural development is well reflected in many aspects of the curriculum and in extra-curricular activities.

31. There are very good links with the feeder infants' school and with the receiving secondary school. Transition projects and the focus on the Family of Schools ensure that there is continuity in pupils' learning.
32. Parents are very well informed about the life and work of the school and they are consulted as part of the school's self evaluation process. Both the school prospectus and the home/school agreement meet the statutory requirements.
33. The school provides excellent opportunities for pupils to appreciate effectively the value of the local community through their many contributions to local life and by promoting the historical and geographical features of the locality in the teaching and learning.
34. Pupils receive limited opportunities to become aware of the world of work and this aspect is not well planned across the school.
35. Pupils benefit from a very effective system of care and support, which is well integrated into all aspects of the work of the school. The quality of the personal support and guidance provided for learners is outstanding. The quality of the school's personal and social education (PSE) provision is outstanding and permeates the whole curriculum. A warm and caring ethos pervades the school. A high priority is given to pupils' safety and welfare.
36. The provision for pupils with SEN is outstanding and fully meets the requirements of the Code of Practice. An effective whole-school policy has been drawn up and agreed. All members of staff and the governing body are committed to its successful implementation.
37. Learning support assistants (LSAs) work very closely with teachers, planning specially adapted work to match the individual needs of SEN pupils. The quality of the work done by the LSAs is outstanding. Their input ensures that pupils make very good progress in line with their abilities.
38. All pupils have equal access to the school's curriculum and extra-curricular activities and, regardless of gender, receive good support and guidance from staff.
39. The school's accommodation has been substantially adapted for disabled access since the last inspection. Though there is still work to be done, the priorities identified in development planning take appropriate account of these issues.
40. The school has worked hard in developing a system to promote its high expectations of pupils' behaviour, which is a notable strength.
41. The school's computerised data on pupil attendance provides the means for the monitoring of individual pupils but this is not consistently used to the best effect.

The attendance registers do not consistently conform to statutory requirements across the school and they are not monitored for accuracy.

42. The school has very good and effective measures to discourage and deal with any discriminatory or bullying behaviour. The manner in which the school annually dedicates a week to raising pupils' awareness of the issues is an outstanding feature.

### **Leadership and management**

43. The school is well led. The headteacher gives the school a clear direction and sense of purpose. The values of the school are evident in its mission statement, 'Striving for excellence' which is reflected in six key aims. These represent the foundation upon which the school community is built and all are evident, to varying degrees, in its life and work.
44. Curriculum co-ordinators provide active and effective leadership and their annual reports indicate clearly areas for improvement. These are shared with colleagues to ensure that they fully understand what is required of them in the process of raising standards.
45. The headteacher and senior management team (SMT) analyse the school's performance data and set targets accordingly. However, this is not always done efficiently and in such a way that it gives an entirely accurate picture of the school. As a result targets are not always realistic.
46. The governing body are fully involved in the life and work of the school. They are very supportive and well informed and help set the strategic direction and short-term objectives for the school. The governing body's annual report to parents does not fully comply with statutory requirements.
47. The school has made good progress since the last inspection in addressing the key issues identified in the report.
48. The school has good self-evaluation procedures which include curriculum co-ordinators' prominent roles in what the school terms 'quality control.' The headteacher regularly monitors the quality of provision and effectively leads the process of school self review.
49. All those who provide education are fully involved in self-evaluation. The school takes very seriously the views of staff, parents, governors and pupils. An outstanding feature is the way in which the school consults LSAs and lunchtime supervisors.
50. The governing body works very well with the school in the process of self-evaluation. It is committed to the process and sees this as a key tool in bringing about improvements.
51. The way in which the school supports its priorities through the allocation of resources is outstanding. Excellent use is made of financial resources to ensure that the school has appropriate levels of staffing for present pupil numbers. The

number and quality of the learning support staff are strengths of the school. The quality and levels of resources for learning are outstanding.

52. The head teacher has very good systems in place to monitor and evaluate the efficient use of the resources available to the school. A strong emphasis is placed upon the continuing professional development of all members of staff.
53. The very good support provided by the school secretary, mid-day supervisors and canteen staff ensure that day-to-day management is smooth and efficient.
54. The school provides very good value for money.

## **Recommendations**

In order to build upon its many strengths the school needs to:

- R1 address shortcomings in subjects, in particular pupils' concentration levels;
- R2 improve pupils' bilingual competence; \*
- R3 review its procedures for analysing NC data and setting end of key stage targets;
- R4 provide further work-related experiences for pupils;
- R5 ensure consistency in registration procedures.

\* The school is already aware of this and it is one of its priorities for improvement.

The governing body is responsible for amending its current development plan to incorporate action in response to the recommendations within 45 working days of receiving the report, showing what the school is going to do about the recommendations. This plan, or a summary of it, will be circulated to all parents at the school.

## Standards

### Key question 1: How well do learners achieve?

#### Grade 2: Good features and no important shortcomings

55. The findings of the inspection team match the school's judgement in the self-evaluation report.
56. Standards of achievement in the lessons observed are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
23%	62%	15%	0%	0%

57. Pupils' standards in the lessons observed are much higher than the Welsh Assembly Government targets for all Wales by 2007, that is 98% of standards being satisfactory (the equivalent of Grade 3) and 65% good (the equivalent of Grade 2) or better.
58. In KS2, in the subjects inspected, standards of achievement are as follows:

Subject	Key Stage 2
Welsh second language	Grade 2
Mathematics	Grade 2
Science	Grade 2
Geography	Grade 2
Physical Education	Grade 2
Religious Education	Grade 2

59. Standards have improved in Welsh, geography and physical education since the last inspection. The very high standards achieved in mathematics, science and religious education have not been maintained although standards overall in these subjects are good with no important shortcomings.
60. In NC assessments in 2005, results in KS2 (by teacher assessment) were higher than the LEA results and all-Wales averages in English and mathematics and below the average in science. When compared with similar schools in Wales, results are in the first 25 per cent in English, in the second 25 per cent in mathematics and in the third 25 per cent in science. The percentage of pupils achieving at least level 4 is in the second 25 per cent. Girls outperformed boys in each of the three subjects in 2005 but there is no discernible pattern over time. Over the past three years the school has met most of its targets.
61. Pupils identified with SEN achieve good standards according to their age and ability. They make good progress and achieve well the targets set for them.
62. In KS2, pupils' standards of achievement in the key skills of listening, speaking, reading, writing, numeracy and ICT are good with no important shortcomings. Pupils listen carefully and speak confidently to adults and in groups with their

peers. They read well to gain knowledge and write for a variety of purposes. Pupils write well across the curriculum and there are good examples in most subjects of well organised and neatly presented work which supports and enhances pupils' learning. Numeracy skills are good and they use these in a variety of contexts to measure, count and record.

63. Pupils' bilingual skills are generally underdeveloped although pupils in lower KS2 demonstrate a more secure understanding of both languages and are learning to use both in appropriate contexts.
64. Pupils understand well the principle of equal opportunities as the school constantly emphasises its importance. They have a good understanding of the variety of creeds and cultures found in society and they respect them. Pupils succeed whatever their linguistic, social or ethnic background.
65. Pupils demonstrate an aptitude for learning new skills, for example in ICT. They develop an understanding of how democratic institutions work through the school council and members understand their responsibilities in representing those who elected them.
66. Pupils have a good understanding of the strengths and weaknesses in their work and what they need to do to improve. This is particularly evident in pupils with SEN who are very aware of their targets and how to meet them. The majority achieves the targets set and pupils make good progress towards the next stage in their learning.
67. Pupils have a positive attitude to learning and enjoy their lessons. Most pupils demonstrate a high degree of motivation. They tackle tasks with obvious enthusiasm, concentrate well, persevere and give of their best in order to achieve good standards. In a small minority of cases, pupils lack concentration and this impairs the quality of their work.
68. The standards of behaviour of the great majority of pupils are very high and they display an outstanding degree of self-discipline in response to the school's expectations. Pupils show respect for adults, their fellow pupils and their school. They are courteous and very co-operative. The school is a very orderly community.
69. Pupils' attendance over the past three terms averages 94% and is line with school targets but is below that which is expected by the Welsh Assembly Government. Attendance shows a small improvement from the time of the last inspection. Unauthorised absences are rare.
70. Pupils work well together in groups and work independently when required. Through their association with the Children's University they develop a good understanding of what is meant by lifelong learning. Their competence in ICT facilitates and supports the skills necessary for future learning.
71. Pupils make outstanding progress in their personal and social skills. Pupils have good moral values and exhibit these regularly from day-to-day in the life and

work of the school. They are considerate, friendly and polite to each other, to staff and visitors and have a clear understanding of right and wrong. They cooperate well together in lessons and other activities. Relationships throughout the school are outstanding. Pupils make a significant contribution to the maintenance of a civilized community.

72. Daily acts of collective worship are of very high quality and pupils participate enthusiastically through song and oral presentations. Pupils demonstrate a very good knowledge and understanding of the Christian tradition and they make very good progress in their spiritual development.
73. Pupils have a very good appreciation of their community, including its institutions and its special history. Pupils' awareness of the world of work is generally limited.

## The quality of education and training

### Key question 2: How effective are teaching, training and assessment?

#### Grade 1: Good with outstanding features

74. The findings of the inspection team differ from the school's judgement in the self-evaluation report. The team found that the quality of the teaching and the arrangements for assessment had many outstanding features.

75. In the lessons observed, the quality of teaching was as follows :

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
27%	70%	3%	0%	0%

76. The percentage of both Grade 1 and Grade 2 teaching is well above the all-Wales average.

77. Teachers have high expectations of pupils and exhort them at all times to do their best and pupils generally respond well. Lessons are well planned, have clear objectives which are shared with the pupils. Activities are usually very stimulating and challenging.

78. An outstanding feature of the teaching and a strength of the school is the quality of the relationships between teachers and pupils. This is characterised by mutual respect; teachers constantly demonstrate to pupils through word and deed that they are valued.

79. Teachers have a very good knowledge of subjects and NC common requirements and they use a wide range of teaching techniques effectively. In particular, the use made by teachers of the interactive whiteboard to capture pupils' interest and motivate them is good throughout the school. Teachers use open-ended questioning effectively to encourage pupils to think. They employ a range of teaching techniques and management strategies in order to get the best out of the pupils including the organisation of pupils into classes according ability for English. This strategy has been successful in raising standards since its inception at the beginning of the year.

80. Teachers use well a good range of quality learning resources, to motivate the pupils. Practical and meaningful tasks are provided and pupils are given many first-hand experiences which enrich their learning, including visits to places of interest both locally and further afield.

81. The school ensures very effectively that the needs of all pupils are met regardless of gender, race or ability and this is one of its outstanding features. In all classes, LSAs provide excellent support for less able pupils enabling them to make good progress. The school designates one week each year Equal Opportunities week which very effectively promotes pupils' awareness of race

issues. Through its excellent PSE programme the school actively encourages pupils to reflect on these issues.

82. The school effectively promotes Y Cwricwlwm Cymreig and pupils have a good understanding of their culture. Some good use is made of incidental Welsh, however, teachers do not plan in sufficient detail opportunities to develop pupils' bilingual skills.
83. Teachers plan very carefully to meet the needs of individual learners, particularly those with SEN. Individual programmes are prepared which are implemented effectively and pupils' progress monitored regularly. More able pupils are set suitably challenging tasks.
84. Assessment procedures meet statutory requirements. By establishing an outstanding system of assessment which is both comprehensive and manageable, the school is able to regularly and effectively assess pupils' achievements and progress in English, mathematics and science as they move through the school. Assessments of all pupils' performance in English and mathematics in early September using the NC level descriptions enable teachers to set targets for individual pupils for the coming year. Effective use is made of a computer program to set targets in writing. Targets in science, where there is a strong emphasis on developing the skills of scientific enquiry, are set for groups of pupils rather than individuals. In May, an assessment week is organised to assess pupils' progress against the September targets. All these assessments are recorded to provide an on-going, year-on-year record of pupils' progress.
85. Where possible, co-ordinators compile portfolios of pupils' work which is assessed using NC levels of attainment in order to inform teachers' judgements. Where written evidence is not available, for example, in physical education, assessment focuses on pupils' skills. In art, pupils' work is scrutinised and grouped according to their ability in key elements.
86. Pupils' work is marked conscientiously and marking is not generic in nature but rather focuses on individual targets. Comments are encouraging and also indicate areas for improvement.
87. With the exception of pupils with SEN who are actively involved in planning their own progress when co-operating with teachers in framing Individual Education Plans (IEPs), pupils do not set their own targets for improvement but are involved in assessing their progress towards the targets which are set for them.
88. Annual reports to parents are of outstanding quality. Having experimented with a computer program to generate reports, teachers have amended the process, retaining the quality of presentation while ensuring that pupils' individual achievements and personal characteristics are fully acknowledged. Reports include targets for improvement and parents, both in the pre-inspection meeting and in the pre-inspection, questionnaires expressed their satisfaction with the information provided by the school about their children's achievement in each NC subject.

**Key question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?**

<b>Grade 1: Good with outstanding features</b>
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89. The findings of the inspection team match the school's judgement in the self-evaluation report.
90. The curriculum successfully meets the needs of all pupils and reflects the aims set out for pupils of statutory school age in the Education Act 1996. The curriculum is broad, balanced and flexible and fully meets the requirements of the NC and religious education.
91. The curriculum is very rich and varied and pupils are provided with an outstanding range of valuable learning experiences which stimulate and challenge them. There are many planned visits to places of interest, including galleries, theatres, museums and places of worship.
92. Planning to ensure the development of literacy, numeracy and ICT across the curriculum is very well developed for all pupils. There are rigorous systems for co-ordinating and monitoring the delivery of key skills in different subjects, including problem-solving, decision-making, creative and personal and social skills.
93. The school has made very important strides forward in developing pupils' basic skills and has been successful in gaining the Basic Skills Quality Mark for the third time.
94. The school has successfully developed its curriculum since the last inspection and pupils have been provided with more opportunities to develop their ICT and physical education skills. The curriculum is accessible to all pupils, including those with SEN. The school ensures that its equal opportunities policy operates appropriately and that this is regularly reviewed and monitored.
95. Teachers' cross-curricular planning is of very good quality and pupils are well provided with effective continuity and progression in their learning between year groups.
96. The quality and range of extra-curricular activities available for pupils are outstanding. Pupils choose to involve themselves in, for instance, sport, instrumental activities, the school choir, art, ICT, eco club and philately. A significant number of pupils take advantage of these opportunities to extend their learning and their interests. Members of the stamp club were recently invited to attend the launch of a set of postage stamps commemorating I.K.Brunel.
97. The school has forged links with the Children's University through which pupils can earn credits which form part of their Record of Achievement profile and which can be carried by them through their school careers. Pupils' Curriculum Vitae (CV) Books contain records of rewards and merits which they have earned

in their activities in and out of the classroom. This is an example of good practice in celebrating and respecting pupils' efforts and achievements.

98. Pupils are provided with many valuable opportunities to develop their social skills through the school curriculum. Older pupils benefit from a variety of residential visits, for instance to Llangrannog. These are very valuable in promoting pupils' PSE skills, placing a particular emphasis upon the ability to work together and to take responsibility for personal organisation.
99. Daily acts of collective worship are carefully planned and local clergymen are regular and welcome visitors to assemblies. Pupils' studies in a number of subjects contribute well to their spiritual development by providing them with opportunities to reflect on creative work, poetry, music and the natural world.
100. The school very effectively promotes the moral development of pupils. Occasions such as Circle Time encourage pupils to share concerns and ideas and to listen respectfully to other points of view. Pupils are encouraged to contribute to a variety of charities and they take responsibility for organising events to raise money.
101. Pupils' cultural development is very well promoted through many aspects of the curriculum and extra-curricular activities. They benefit from visits to cultural centres and have very good practical opportunities to work with local historians, artists and craftsmen. Pupils acquire respect for and understanding of the values and traditions of other cultures, for instance, through their study of Botswana and the great world religions.
102. The School Council meets regularly and pupils take their membership very seriously. They make decisions confidently, showing very good awareness of democratic procedures.
103. During the pre-inspection consultation with parents, they expressed, with rare exception, their great satisfaction with the quality of the education provided for their children and for the quality of communication between school and home. Parents are very well informed about the life and work of the school and they are consulted as part of the school's self evaluation process.
104. Parents are made welcome and positively encouraged to become fully involved in the life of the school and they respond very well whenever assistance is sought. A number of parents regularly provide valuable assistance in the classrooms, in after-school sports activities and by helping to supervise pupils on educational visits.
105. Both the school prospectus and the home/school agreement meet the statutory requirements.
106. The school provides excellent opportunities for pupils to appreciate effectively the value of the local community through their many contributions to local life and by promoting the historical and geographical features of the locality in the

teaching and learning. There is much valuable mutual support between the community and the school.

107. The school has very effective links with its associated infant school and with the local comprehensive school. Relevant information and data about individual pupils is exchanged that ensures the smooth transition of pupils and effective and early awareness of individual needs. Staff ensure curriculum continuity between KS2 and KS3 by co-operating in subject development and teacher exchanges. There is equally profitable co-operation between primary schools within the family of schools to develop teaching initiatives and policy development in the core subjects and in key skills.
108. The school does not receive student placements from institutions for teacher training but there are very good links with local colleges leading to work experience for childcare students.
109. Pupils receive limited opportunities to become aware of the world of work and its relevance to their learning. Although there are isolated examples of worthwhile links, this aspect is not sufficiently well planned across the school.
110. Planning for Y Cwricwlwm Cymreig is effective in promoting pupils' awareness of the history, culture and traditions of Wales and of the locality. There are many good quality references to the Welsh dimension in history, geography, art, music, Welsh and religious education. Very good use is made of the local environment and visits to sites of interest further afield reinforce pupils' interest in their culture. Visitors from the locality are regularly invited to come and share their experience and expertise with pupils.
111. There are examples of the use of incidental Welsh during the course of the school day and pupils show pleasure in singing Welsh songs and hymns in assemblies and other occasions. However, although the Welsh language features in displays and in the routines of the classroom, the school does not always make full use of opportunities to promote pupils' bilingual skills.
112. The school is extremely successful in providing pupils of all abilities and social and economic backgrounds with full access to its curriculum. A successful and popular Breakfast Club has further promoted pupils' social skills and ensured that all have a positive start to the school day. All pupils are encouraged to achieve success and to participate fully in the life and activities of the school.
113. The school has initiated and encouraged pupils to become involved in its Eco scheme. They have established systems to involve pupils in waste management, recycling and energy conservation; these are well utilised by pupils of all ages. They have a growing understanding of the importance of sustainable development and of the responsibilities of global citizenship.
114. Older pupils are beginning to appreciate elements of business, record keeping and marketing associated with entrepreneurial activity through their management of the school's fruit shop.

115. The breadth and quality of the curriculum, extra-curricular opportunities and close links with the local community ensure that the learning experiences reflect national priorities, for instance in raising standards in literacy and numeracy. These successfully lay the foundation for lifelong learning. The school has successfully introduced a range of initiatives, such as the School Council, the Children's University scheme and opportunities for parental use of the new IT suite, to support and reinforce its focus on lifelong learning.

#### **Key question 4: How well are learners cared for, guided and supported?**

<b>Grade 1: Good with outstanding features</b>
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116. The findings of the inspection team match the school's judgement in the self-evaluation report.
117. Pupils benefit from a very effective system of care and support, which is well integrated into all aspects of the work of the school.
118. Parents are kept extremely well informed of the life and work of the school and of their children's work and progress. They are given opportunities to share their views on the school and have regular access to teachers to discuss any concerns they may have. Parents are made very welcome in the school and a number offer very good levels of support and practical help in the classroom. The school involves parents fully in decisions affecting their children, for example, when preparing IEPs.
119. Overall induction procedures are outstanding. Induction programmes for children coming from the infant school are very good; the school has very close links with the partner infants' school and children settle in to the routines of the junior school at their own pace. Discussions with Y3 pupils during the inspection provided evidence of a very positive attitude and a growing sense of pride in their new school. Very good links have also been forged with the receiving secondary school; transition projects in English, mathematics and science ensure continuity in learning between KS2 and KS3. The impact of the work of the behaviour support assistant is particularly effective and provides continuity between KS2 and KS3.
120. The quality of the personal support and guidance provided for learners is outstanding. The quality of the school's PSE provision is excellent and permeates the whole curriculum. Teachers' planning identifies a wealth of opportunities to develop pupils' knowledge, understanding and learning skills across the curriculum.
121. The quality of Circle Time is outstanding; pupils are given opportunities to discuss concerns and ideas. They show increasing maturity in their contributions to discussions, they take turns and they demonstrate care and respect for each other. A warm and caring ethos pervades the school.
122. The school's computerised data on pupil attendance provides the means for the monitoring of individual pupils but this is not consistently used. The attendance registers do not consistently conform to statutory requirements across the school and are not sufficiently monitored for accuracy. Policies on behaviour and bullying are implemented well and regularly reviewed.
123. A high priority is given to pupils' safety and welfare. Staff are well-informed of the specific physical and medical needs of pupils. The school has clear policies and procedures relating to health and safety which are effectively implemented.

Regular risk assessments are undertaken to ensure the continuing safety of the school environment. The Accessibility Plan and adaptation of the building ensure that there is access for wheelchair users in most parts of the school. Great care is taken to ensure that doors are securely locked and there are good levels of supervision throughout the day.

124. Child protection procedures follow local recommendations. Good liaison takes place with external agencies. Staff are fully aware of the procedures laid down regarding child protection issues.
125. The provision for pupils with SEN is outstanding and fully meets the requirements of the Code of Practice. An effective whole-school policy has been drawn up and agreed. All members of staff and the governing body are committed to its successful implementation.
126. Pupils who have been identified as having SEN are given outstanding support. LSAs work very closely with teachers, planning specially adapted work to match the individual needs of SEN pupils. They provide very effective guidance to individuals during lessons and in groups withdrawn for language development and behavioural difficulties. Their input ensures that pupils make good progress in line with their abilities. The very good additional support provided for statemented pupils enables them to make significant progress.
127. The SEN co-ordinator (SENCo) administers the SEN programme effectively and efficiently, successfully encouraging all colleagues to be full and active participants in supporting SEN pupils. He is committed to the early identification of learning difficulties in individual pupils through screening and standardised testing. Concerns are meticulously recorded and effective actions planned to address the problems of individual pupils. LEA advisors, other specialist support agencies and parents are regularly involved. These procedures are very effective in monitoring and tracking progress even before a pupil is placed upon the SEN register.
128. Very good quality IEPs are drawn up for all pupils on the different stages of the SEN register. They are regularly monitored by the SENCo to ensure that specific areas for improvement are targeted and that pupils' progress towards their targets is tracked. Detailed and meticulous records are kept on pupils' attainment and progress and parents are encouraged to be fully involved in evaluating their children's progress towards the agreed targets.
129. Pupils with SEN work very successfully alongside their peers in mainstream classes. The outstanding standards of behaviour in the school have a very positive effect upon those SEN pupils who have some behavioural problems.
130. Very good quality challenge is provided for above average ability pupils. They are given appropriately demanding extension and research work to enable them to reach their full potential.
131. The school has become part of the Welsh Dyslexia - Friendly Schools Project. A number of teachers have received further training and work with the Dyslexia

Support Teacher in developing whole class strategies to remedy pupils' individual difficulties in this area.

132. The school makes good provision for supporting pupils according to their social, educational, ethnic and linguistic backgrounds. Teachers know their pupils very well and are fully committed to enabling them to develop the learning styles which can enable them to reach their full potential.
133. All pupils have equal access to the school's curriculum and extra-curricular activities and, regardless of gender, receive good support and guidance from staff. Teachers' planning demonstrates that opportunities to avoid gender or other stereotyping are well identified and addressed.
134. The school has worked hard in developing a system to promote its high expectations of pupils' behaviour, which is a notable strength. Pupils respond positively to the excellent role models provided by teachers and the extensive system of rewards, and their achievements in displaying good behaviour and attitudes are celebrated and encouraged. Teachers manage very well the small minority of pupils that has a tendency towards challenging behaviour.
135. The school has very good and effective measures to discourage and deal with any discriminatory or bullying behaviour; the manner in which the school annually dedicates a week to raising pupils' awareness of the issues is an outstanding feature.
136. The anti-bullying week does much to raise pupils' awareness of the different forms which bullying can take and how they should react to any bullying which they see or experience. The close relationships between pupils and adults ensure that this is effectively put into practice.
137. Policies on equal opportunities, diversity and race discrimination illustrate good practice. All pupils have equal access to school activities during the school day and to after-school clubs. The school ensures that the recognition of diversity is well addressed. Curricular planning and visits to churches, mosques, synagogues and temples form a regular part of the school's provision. During the inspection, older pupils talked enthusiastically of their visit to a synagogue and of their conversation with a member of its congregation on various aspects of Jewish worship and customs.
138. The school's accommodation has been substantially adapted for disabled access since the last inspection. Though there is still work to be done, the priorities identified in development planning take appropriate account of these issues.

## Leadership and management

### Key question 5: How effective are leadership and strategic management?

#### Grade 2: Good features and no important shortcomings

139. The findings of the inspection team match the school's judgement in the self-evaluation report.
140. The school is well led. The headteacher gives the school a clear direction and sense of purpose. He leads by personal example and sets the tone for staff and pupils by his professional manner, commitment and high expectations of all. He values all his staff highly and does his utmost to create the conditions which enable them to work effectively.
141. The values of the school are evident in its mission statement, 'Striving for excellence' which is reflected in six key aims. These represent the foundation upon which the school community is built and all are evident, to varying degrees, in its life and work. By actively promoting its core aims the school ensures that all members of its community, both staff and pupils, feel valued and have an equal opportunity to succeed.
142. The acting deputy headteacher provides effective support and is a very good role model for colleagues. The headteacher and staff are successful in creating a caring and stimulating environment which results in effective learning.
143. Curriculum co-ordinators provide active and effective leadership and their annual reports clearly indicate areas for improvement. These are shared with colleagues to ensure that they fully understand what is required of them in the process of raising standards.
144. The school pays due regard to national priorities and it constantly seeks to raise standards in literacy and numeracy. Staff and pupils are committed to making a contribution to sustainable development through their recycling programme and initiatives taken by pupils to conserve energy. The school has adopted effective procedures for reorganising teachers' time in accordance with statutory requirements; a teacher who covers for staff planning, preparation and assessment (PPA) time is employed for half a week.
145. The headteacher and SMT analyse the school's performance data and set targets accordingly. However, this is not always done efficiently and in such a way that it gives an entirely accurate picture of the school. As a result, targets are not always realistic. The school does not pay sufficient attention to trends in its performance when identifying its priorities for improvement.
146. Performance management procedures are well established and effective. Targets reflect both the curricular priorities of the school and the professional development needs of individual members of staff.

147. The headteacher encourages all staff, teaching and non-teaching, to contribute to school management procedures and holds informal discussions with them on their roles within the school. All staff have agreed job descriptions.
148. The governing body are fully involved in the life and work of the school and they are very supportive. They are well informed and help set the strategic direction and short-term objectives for the school. They meet their responsibilities in contributing to self-evaluation and finalising the school's development plans.
149. Individual governors assume specific responsibilities and regularly visit the school when they effectively monitor progress against set targets and initiatives. The designated governor for SEN works closely with the SENCo, is well informed and involved in the operation of the whole-school policy and review procedures.
150. The governing body's annual report to parents does not fully comply with statutory requirements.
151. The school has made good progress since the last inspection in addressing the key issues identified in the report.

**Key question 6: How well do leaders and managers evaluate and improve quality and standards?**

<b>Grade 2: Good features and no important shortcomings</b>
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152. The findings of the inspection team match the school's judgement in the self-evaluation report.
153. The school has good self-evaluation procedures which include curriculum co-ordinators' prominent roles in what the school terms 'quality control.' The headteacher regularly monitors the quality of provision and effectively leads the process of school self review.
154. All co-ordinators monitor standards in their subjects and use well the information gained to produce annual reports. Monitoring takes a number of forms, including scrutiny of pupils' work, lesson observation, discussion with pupils and teachers.
155. A culture of reflection is well established in the school. Teachers use structured instruments which are wide-ranging and comprehensive in scope to facilitate quality control of their subjects using first hand evidence.
156. All those who provide education are fully involved in self-evaluation. The school takes very seriously the views of staff, parents, governors and pupils. It seeks the opinions of parents by administering a questionnaire and teachers are involving pupils more and more in self-evaluation. The school council plays an active and important part in this process.
157. An outstanding feature is the way in which the school consults LSAs and lunchtime supervisors. One of the headteacher's key aims is to empower his staff and their involvement in the process of self-evaluation, and school improvement is a fine example of this.
158. The school self-evaluation report is a well-informed document which effectively identifies the school's strengths and areas for development.
159. The governing body works well with the school in the process of self-evaluation. Individual members are given subject responsibility which involves making visits to classrooms to monitor progress and hold discussions with co-ordinators. Governors see a draft of the self-evaluation report and consider whether it reflects the school as they see it. The governing body is committed to self-evaluation and sees this as a key tool in bringing about improvements.
160. The information gathered through self-evaluation is used to drive change and inform strategic planning. Among other priorities, targets are set in each subject for each year group.
161. The senior management team (SMT) monitors the school's progress against targets in the SDP and reports to the governors.

162. The way in which the school supports its priorities through the allocation of resources is outstanding. It is the headteacher's belief that teachers need to have the best available resources to hand if they are to be successful. To this end generous funding is made available to fill gaps and extend the range of resources in each subject.
  
163. The school's investment in resources for information technology and physical education has resulted in significant improvements in standards. The investment in LSAs, including their programmes of professional development, has a very positive impact upon the standards achieved by pupils with SEN. Spending on equipment for 'Golden Time' which is used also by the breakfast club has been much appreciated by the pupils who demonstrate respect and care for each item.

## Key question 7: How efficient are leaders and managers in using resources?

<b>Grade 1: Good with outstanding features</b>
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164. The findings of the inspection team match the school's judgement in the self-evaluation report.
165. Excellent use is made of financial resources to ensure that the school has appropriate levels of staffing for present pupil numbers. Teachers are appropriately qualified and experienced and are effectively deployed across the school. Through skilful management of the budget, the headteacher and governors maintain a very good teacher:pupil ratio and employ six LSAs who make an outstanding contribution to the overall quality of learning. The number and quality of the LSAs are of the strengths of the school.
166. The quality and levels of resources for learning are outstanding. Effective systems of budget management and forward planning have ensured that considerable sums of money have been invested in resources for learning since the last inspection. All classrooms have interactive whiteboards and the school's new IT suite has encouraged pupils to extend their knowledge, understanding and key skills, ensuring that their independent learning skills are well developed through the judicious purchase of a range of hardware and software. A range of very good quality resources in physical education and art has resulted in raised standards of achievement and very good quality resources have been purchased to meet the requirements of Y Cwricwlwm Cymreig.
167. A considerable investment has been made to improve the school's internal and external environment since the last inspection. Extensive redecoration and the installation of new furniture and carpets in each classroom have resulted in creating a comfortable and stimulating learning environment. Pupils' work is valued and celebrated in displays of very good quality; much of their creative work is framed and displayed with pride. The building is well maintained and effective use is made of all available accommodation, including corridor space.
168. The head teacher has excellent systems in place to ensure that all resources available to the school, including the surrounding area, are fully used to support teaching and learning. Priorities for further development are well identified and very careful consideration is given to costs and benefits to the school.
169. A strong emphasis is placed upon the continuing professional development of all members of staff. Training is very well related to the needs of the school and to the personal development of individual members of staff. The head teacher plays a crucial role in empowering his staff through developing their expertise for the benefit of pupils. The investment made by the school in the professional development of LSAs is an outstanding feature.
170. The very good support provided by the school secretary, mid-day supervisors and canteen staff ensures that day-to-day management is smooth and efficient.

171. The governing body and head teacher regularly review and evaluate the use of resources in order to ensure that pupils' standards of achievement are maintained and raised in line with the school's targets.
172. The school provides very good value for money.

## Standards achieved in subjects and areas of learning

### Welsh second language

#### Grade 2: Good features and no important shortcomings

##### Good features

173. In lower KS2, pupils have a good understanding of basic sentence patterns such as 'Sut mae...?' and 'Beth sy'...?' which they use effectively while employing a range of vocabulary in specific contexts, for example, the weather. They know and use appropriate responses.
174. Pupils use a variety of greetings confidently and respond appropriately to teachers. They read a simple dialogue accurately and change key elements so as to personalise it. They work in pairs and confidently perform the dialogue for their classmates.
175. In upper KS2, pupils have a good understanding of the first and third person and respond confidently and accurately to questions, giving extended responses which draw upon their previous knowledge.
176. They confidently conduct question and answer sessions with classmates and demonstrate good pronunciation. They read simple texts with understanding and expression.
177. Pupils use an *aide memoir* containing previously learned sentence patterns to initiate simple dialogues. They know the days of the week and months of the year and use these appropriately in context.
178. Throughout the school, pupils complete written exercises which reinforce their knowledge of Welsh and their understanding of basic patterns and vocabulary.

##### Shortcomings

179. Some pupils in upper KS2 have an insecure grasp of some basic sentence patterns and their reading is hesitant and lacking in accuracy.

### Mathematics

#### Grade 2: Good features and no important shortcomings

##### Good features

180. In KS2, most pupils have a good understanding of number patterns and across the key stage they increase their understanding of place value and confidently work with numbers up to 1000 and beyond.

181. Pupils demonstrate a growing confidence in tackling problems in mental mathematics. They respond well to challenging questioning and examine different strategies by which they can arrive at reasonable solutions. Pupils use multiplication tables well to solve every-day problems.
182. In lower KS2, pupils have a good understanding of fractions and they calculate these in a practical manner by dividing shapes into equal parts. Pupils further develop their knowledge of fractions to include a good understanding of the concept of equivalence.
183. Pupils have a good knowledge of two and three-dimensional shapes and as they progress through the key stage they come to identify the features of a good range of two and three-dimensional shapes successfully. They understand how to calculate the area of simple shapes.
184. Pupils develop good data-handling skills and can both create graphs and read information from them.
185. In upper KS2, pupils accurately calculate numbers to the nearest 10, 100 or 1000, and estimate sensibly. They use and apply their knowledge of number to solve real-life problems involving speed and distance, costs and discounts. Some pupils have a very good understanding of the measurement of area.
186. Pupils express a number of measurements in a variety of ways. For example, they can express 124cm as 1m24cm or 1.24m.
187. Older pupils understand more complex fractions and express them accurately in a number of ways. They understand decimal fractions, order them accurately and use them confidently. They calculate percentages accurately.
188. Older pupils have a good understanding of space, shape and measure. They calculate perimeter, area and volume with increasing accuracy. They have a good knowledge of angles and they name a variety of triangles with confidence and readily identify their properties.
189. Pupils identify the number relationship between co-ordinates in a quadrant. They use negative numbers accurately and confidently.
190. Data are collected through purposeful enquiry, and ICT is used to record and interpret results, for example, the weight of paper which is recycled by the school each week.
191. Pupils use mathematical language accurately in context.
192. Presentation is generally neat and logically ordered with clear methodology explained or shown.

## Shortcomings

193. Some pupils are unsure of number patterns and employ a limited range of strategies for calculation.

## Science

### Grade 2: Good features with no important shortcomings

#### Good features

194. The greater emphasis placed on investigation and pupils' enquiry skills has had a generally positive impact upon pupils' learning. Where teachers ensure a rigorous focus upon this approach, pupils are provided with good levels of continuity and progression in their learning.
195. Pupils' knowledge and understanding develop well across the key stage. In lower KS2, they successfully categorise materials and explain the conditions necessary to sustain life in plants and animals. Their ability to measure temperature is secure and careful and they accurately compare their findings.
196. Pupils make good oral contributions during scientific investigations and they use scientific vocabulary accurately and in the correct context. Their practical and written work shows that they have good observational and investigative skills.
197. Pupils are confident in discussing their ideas and learning. They make sensible predictions based upon the evidence which they have and upon their own experiences. They draw relevant conclusions from their findings.
198. By the end of KS2, pupils develop a good understanding of fair testing and of the need to include variables and constants in their investigations. They make realistic predictions, based on their prior learning and enjoy the challenge of explaining the reasons for their predictions.
199. Pupils carry out their investigations methodically and systematically, demonstrating a growing understanding of scientific concepts and methods. They work together co-operatively, successfully planning experiments and investigations and listening very carefully to each other's views and ideas.
200. Most pupils record their findings systematically, making good use of text, diagrams, tables and charts. The majority of pupils produce neatly labelled and well observed diagrams.
201. Where pupils are provided with the opportunity to use ICT tools, some achieve outstanding standards in constructing electrical circuits. These pupils set themselves challenges by asking themselves more complex questions and solving problems of increasing difficulty.
202. By Y6, pupils have secure levels of knowledge and understanding of forces and energy; they understand the operation of electrical circuits and are aware of the

solar system and the effects of gravity. They have good understanding of the human skeleton and the major organs of the body.

### **Shortcomings**

203. In practical work, some pupils take time to settle to their work and some do not remain on task. This impairs the quality of their work.

<b>Geography</b>
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### **Grade 2: Good features and no important shortcomings**

#### **Good features**

204. In lower KS2, pupils have a good understanding of plans and simple maps and recognise the points of the compass. They make keys for plans and maps and have a good knowledge of their local environment. Pupils use geographical vocabulary with increasing accuracy.
205. Pupils have good recall of their previous learning in relation to contrasting areas in Wales and in countries which are less economically developed. For instance, they apply their learning from their study of Botswana to new situations and environments. They make good progress in their observational skills in their use of aerial photographs of Llanarthne; they recognise geographical features confidently and plan and develop their investigational work co-operatively. Many identify the main drawbacks of using aerial photographs when trying to determine the height of buildings.
206. Pupils plot grid references and use co-ordinates accurately. They record the results of their investigations in detail; presentation of written work is generally neat and well organised.
207. Pupils' map work is good overall. Pupils draw and label maps carefully and neatly. They explain well the purposes of keys and symbols
208. By the end of KS2, pupils use their mapping skills to trace the trade links in fruit and vegetables between the UK and other parts of the world. They show a good recall and understanding of the location of continents and countries. They also have a secure knowledge of the location of the major towns in Wales.
209. Pupils make good use of atlases and globes to extend their knowledge and understanding. They are confident in calculating lines of latitude. Many make good use of ICT tools to extend their knowledge and develop their independent learning skills.
210. Pupils develop their ability to compare and contrast the physical, economic and social geography of areas such as Botswana with their own local environment.

211. Pupils develop a range of geographical, numerical and literacy skills in their geographical studies. Some pupils produce pieces of extended writing of very good quality. They record their learning in a variety of forms, including graphs, charts, maps, diagrams and notes.

### **Shortcomings**

212. A minority of pupils lose concentration when working on tasks and this has a detrimental effect on the quality of their work.

<b>Physical education</b>
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### **Grade 2: Good features and no important shortcomings**

213. The full range of work was not observed but in the lessons seen standards were Grade 2.

#### **214. Good features**

215. In KS2, pupils understand the need to warm-up thoroughly before taking part in strenuous physical exercise. They understand how exercise affects the body, in particular the heart and blood circulation.

216. Pupils demonstrate good spatial awareness, having a good understanding of where they are in relation to other pupils. They use available space well.

217. Pupils carry out a variety of gymnastic movements with good control both on the floor and on apparatus showing a good sense of balance. Pupils show considerable creativity in devising sequences of movement. They co-operate well on tasks and encourage and support one another.

218. They move in a quiet, orderly fashion from one piece of apparatus to another and move apparatus carefully when required paying due regard to their own safety and that of classmates.

219. Pupils understand the terms 'symmetrical' and 'asymmetrical' and demonstrate these when performing movements in pairs.

220. They effectively evaluate their own work and that of others, making good suggestions as to how the quality of the work might be improved.

221. Most pupils demonstrate good hand-eye co-ordination when catching and throwing accurately. They work well in pairs to develop these skills.

222. The school's records show that the vast majority of pupils learns to swim competently and achieves standards laid down by a national swimming organisation.

## Shortcomings

223. The failure of some pupils to concentrate and focus on their tasks impairs their performance.

## Religious education

**Grade 2:** Good features with no important shortcomings

### Good features

224. At lower KS2, pupils have a good understanding of the principal concepts, stories and beliefs of the Christian religion. They name the main parts of a church and understand their purpose. They recall the main seasons and festivals of the Church's year and can explain the meaning and significance of these feasts to Christians.
225. Pupils sequence Bible stories accurately and have a secure knowledge of the differences between the Old and the New Testaments.
226. Pupils have a good awareness and understanding of the nature of Christ's ministry and explain clearly the main messages of Christianity. By Y4, they explain the origin and significance of Lent and how it leads up to Easter. They have a secure understanding of the significance of the Sacraments. They understand that some Christians use rosaries in order to concentrate upon their prayers, and have good knowledge of the story of St. Bernadette.
227. The school's focus upon Y Cwricwlwm Cymreig has had a positive impact upon pupils' knowledge and understanding of the particular development of the Christian faith in Wales. They speak knowledgeably of St. David and of the significance of William Morgan's translation of the Bible to the development of the Church in Wales. Pupils make a very good range of visits to churches, including St. Davids Cathedral to learn about the liturgy and the hierarchy of the Church. Visitors to the school include officers from the Salvation Army; this ensures that pupils are aware that Christians worship in different ways.
228. Older pupils make good progress in comparing the festivals and teachings of Islam, Hinduism, Judaism and Christianity. They recognise the basic similarities and differences between the life of Christ and that of Mohammed.
229. By the end of KS2, pupils have good knowledge and understanding of the significance of the symbols and rituals of Islam; they know how and why Muslims use prayer mats, that Mecca is a holy city and that the Qu'ran is a special book for Muslims, as the Bible is for Jews and Christians. A visit to the mosque in Swansea has produced some good quality extended writing.
230. By Y6, pupils are also familiar with the basic beliefs and traditions of Judaism. They show very good knowledge and understanding of the religious symbolism associated with the Torah, the Ark and the Yad. They know that festivals such as

Hannukah and Passover have special significance for Jews. They recognise that Jews and Christians share a common reverence for the writings of the Old Testament. A visit to the synagogue in Swansea enabled pupils to ask questions of a member of its congregation, which clearly inspired much interest in many of them.

231. Pupils' interest and understanding are further extended by their focus upon the main myths and traditions of Hinduism and Sikhism. They are well informed and have good recall skills.
232. Assemblies reinforce pupils' understanding of the presence of a Supreme Being. Pupils realise that they must respect the beliefs of people who belong to different religious traditions and cultures.
233. Good cross-curricular links with subjects such as history, art, music and literacy enhance pupils' understanding of the importance of religion in people's lives.

### **Shortcomings**

234. The lack of concentration of some older pupils and their slowness in completing their tasks impair the quality of their work. Some have difficulty in including sufficient detail to explain their reasoning.

## **School's response to the inspection**

We appreciate that the report supports our own self evaluation of standards in Neyland School and that it recognises we are a good school, with a number of outstanding features. The report also notes that the excellent relationships between staff and pupils contribute significantly to the quality of life in the school and the good standards achieved.

The Inspection noted the high quality of teaching, and teachers feel that their hard work and commitment has been recognised. We are also very pleased that the significant contribution of the support staff is acknowledged.

The staff and Governors recognise the value of the inspection process and, in identifying strengths and areas for development, we will be able to continue to develop the quality of education offered to our pupils and further raise standards.

A copy of the school's Action Plan, in response to the recommendations in the inspection report will be sent to all parents. Future governors' annual reports to parents will provide updates on the progress we are making towards meeting the recommendations in the inspection report.

## Appendix A

### Basic information about the school

Name of school	Neyland Junior School
School type	Community
Age-range of pupils	7 – 11 years
Address of school	John Street, Neyland Pembrokeshire
Postcode	SA73 1TH
Telephone number	01646 600659

Headteacher	Mr R Price
Date of appointment	1 January 1999
Chair of governors/ Appropriate authority	Mr D Stolliday
Registered inspector	Mr R Jones
Dates of inspection	27 February – 1 March 2006

## Appendix B

### School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils					46	45	44	37	172

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	7	4	8.83

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	19.5:1
Pupil: adult (fte) ratio in nursery classes	N/a
Pupil: adult (fte) ratio in special classes	N/a
Average class size, excluding nursery and special classes	24.5
Teacher (fte): class ratio	1:3

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of School
Spring 2005			93.0
Summer 2005			94.0
Autumn 2005			94.0

Percentage of pupils entitled to free school meals	21
Number of pupils excluded during 12 months prior to inspection	0

## Appendix C

### National Curriculum Assessment Results End of Key Stage 2:

National Curriculum Assessment KS2 Results 2005 By Teacher Assessment. National 2004							Number of pupils in Y6		44		
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	0	0	2	14	50	34
		National	1	0	0	0	1	5	16	46	30
Mathematics	Teacher assessment	School	0	0	0	0	0	0	18	52	30
		National	0	0	0	0	1	3	17	46	31
Science	Teacher assessment	School	0	0	0	0	0	0	18	57	25
		National	0	0	0	0	0	1	11	50	37

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by Teacher Assessment			
In the school	77	In Wales	72

- D Pupils who are excepted under statutory arrangements from part or all of the National Curriculum  
 A Pupils who have failed to register a level because of absence  
 F Pupils who have failed to register a level for reasons other than absence  
 W Pupils who are working towards level 1

## Appendix D

### **Evidence base of the inspection**

The inspection team included three inspectors who were present for a total of seven inspection days. A peer assessor joined the team for three full days and took a full part in the inspection. During the inspection:

- pre-inspection meetings were held with the head teacher, teachers, parents and the governing body to discuss the life and work of the school;
- 78 questionnaires were completed by parents and thoroughly analysed;
- school policies and documents were examined during the inspection;
- discussions were held with the head teacher and curriculum co-ordinators;
- 33 sessions or part-sessions of teaching were observed;
- pupils were heard reading and discussions were held with them about their work as part of the examination of standards in National Curriculum subjects;
- examples of the pupils' work were studied in each class;
- attendance registers, pupils' records and teachers' planning files were inspected;
- inspectors were present at all whole-school acts of collective worship;
- post-inspection meetings were held with the staff and the governing body.

## Appendix E

### Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Robert H Jones Registered Inspector	Context Summary and Recommendations Key Questions 1, 2, 5 and 6 Welsh second language Mathematics Physical Education
Mrs Anne Newman Team Inspector	Key Questions 3, 4 and 7 Science Geography Religious Education
Mr J Eilian James Lay Inspector	Contributions to Key Questions 1, 3, 4 and 5
Ms Sheena Duggan	Peer Assessor

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