

**Inspection under Section 28 of the
Education Act 2005**

A Report on the Quality of Education in

**Orielton C.P. School
Hundleton
Pembroke
Pembrokeshire
SA71 5RD**

School Number: 6682219

Date of Inspection: 26th June 2007

by

**Maldwyn Ellis Pryse
79215**

Date of Publication: 29th August 2007

Under Estyn contract number: 1120306

© Queen's Printer and Controller of HMSO 2007: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The copyright in the material must be acknowledged as aforementioned and the title of the report specified.

Copies of this report are available from the school. Under the Education Act 2005, the school must provide copies of the report free of charge to certain categories of people. A charge not exceeding the cost of reproduction may be made to others requesting a copy of the report.

Orierton 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 Orierton C. P. School took place between 26/06/07 and 28/06/07. An independent team of inspectors, led by Maldwyn Ellis Pryse 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:

Grade 1	good with outstanding features
Grade 2	good features and no important shortcomings
Grade 3	good features outweigh shortcomings
Grade 4	some good features, but shortcomings in important areas
Grade 5	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 Nursery schools, 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	Y1	Y2	Y3	Y4	Y5	Y6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
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

Contents	Page
Context	1
Summary	3
Recommendations	9
Standards	10
Key Question 1: How well do learners achieve?	10
The quality of education and training	13
Key Question 2: How effective are teaching, training and assessment?	13
Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?	15
Key Question 4: How well are learners cared for, guided and supported?	17
Leadership and management	19
Key Question 5: How effective are leadership and strategic management?	19
Key Question 6: How well do leaders and managers evaluate and improve quality and standards?	21
Key Question 7: How efficient are leaders and managers in using resources?	22
Standards achieved in subjects and areas of learning	23
Under 5s	23
Mathematics	27
Science	28
Geography	29
Physical education	30
Religious education	31
School's response to the inspection	33
Appendices	34
1 Basic information about the school	34
2 School data and indicators	34
3 National Curriculum assessments results	35
4 Evidence base of the inspection	36
5 Composition and responsibilities of the inspection team	37

Context

The nature of the provider

- 1 Orierton Community Primary School is located on the outskirts of Hundleton village close to Pembroke town and the oil refinery on the Cleddau estuary. The school is maintained by the Pembrokeshire Local Authority (LA).
- 2 The school caters for children outside the immediate catchment area and at present 51 per cent (%) of children are from the surrounding area. Since the previous inspection, the Pembrokeshire Local Authority has taken responsibility for admissions. By ensuring the yearly intake number is adhered to, the number on roll has fallen, thus relieving accommodation issues.
- 3 The school describes the area as neither socially advantaged or disadvantaged. There is a mixture of private and council housing, along with farms. Currently 16% of pupils are entitled to receive free school meals, which is slightly lower than the Welsh average.
- 4 The school educates pupils with a wide range of abilities and their attainments vary considerably when they start school. On entry, children's attainments are broadly average. Around 13% of pupils are on the additional learning needs (ALN) register. None has a statement of special educational need. This percentage is below the national average for schools in Wales. The National Curriculum is not modified or disapplied for any pupil.
- 5 The school provides for pupils between three and eleven years old. Pupils start part-time in the Nursery unit in the term following their third birthday, and become full-time in the term following their fourth birthday. During the inspection, there were 63 full-time and 10 part-time pupils on the school register.
- 6 The majority of pupils come from White ethnic origin of English speaking backgrounds. There are no pupils from homes where Welsh is spoken as the first language or for whom English is an additional language.
- 7 The headteacher has been in post since 1988; the full-time teaching staff have not changed since the previous inspection. However, there have been recent changes in support staff.
- 8 The last inspection of the school was carried out in May 2001.

The school's priorities and targets
--

- 9 The school's aims and objectives have a clear focus on striving towards excellence.
- 10 The school's main priorities and targets for improvement outlined in the school development plan (SDP) include :
 - a. to further improve the provision in the Early Years;
 - b. expand the use of living books in literacy, improve the library, spelling, handwriting and reading assessment;
 - c. improve identified areas in mathematics, which includes purchasing relevant computer software for upper Key Stage 1 (KS1) and Key Stage 2 (KS2);
 - d. finalise the new science scheme of work; and
 - e. enhance the school environment.

Summary

- 11 Orielton Community Primary is a good and popular school where pupils feel safe, are well cared for and they achieve well.
- 12 The findings of the inspection team concur with the opinions of the school in the self-evaluation report in three of the key questions. In the other four key questions, the school's grades were found to be lower by the inspection team.

Table of grades awarded

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

Standards

- 13 Pupils' standards of achievement in the lessons observed were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
8%	83%	8%	0%	0%

- 14 The standards of achievement in the lessons inspected are higher than the Welsh Assembly Government's all-Wales targets for 2007, that 98% of lessons should be satisfactory (Grade 3) or better, and 65% should be good or better (Grade 1 and Grade 2).
- 15 The overall quality of the educational provision for the Under-Fives (Under 5s) is appropriate to their needs and pupils make good progress towards the Desirable Outcomes for Children's Learning.
- 16 When they start in the Early Years, children's skills and experiences are broadly similar to those expected at this age. Children of both Nursery and Reception age get

a very good start to their education and transfer easily into KS1. Standards of achievement for the Under-Fives are summarised in the table below:

Subjects and/or areas of learning for Under-Fives

Language, literacy and communication	1
Personal and social development	1
Mathematical development	1
Knowledge and understanding of the world	1
Creative development	1
Physical development	2

- 17 Children’s outdoor physical skills are underdeveloped because they do not have access to large toys and equipment on a regular basis and they have insufficient experience of making decisions and learning through outdoor play.
- 18 In the subjects and areas of learning inspected in KS1 and KS2, standards of achievement are as follows:

Grades for standards in subjects inspected

Inspection Area	Key Stage 1	Key Stage 2
Mathematics	2	2
Science	3	2
Geography	2	3
Physical education	2	2
Religious education	2	3

- 19 In 2006 and 2007 at the end of KS1, according to teacher assessment, the percentages of pupils gaining Level 2 or higher in the following subjects were:

Subject	School 2007	School 2006	Pembrokeshire 2006	Wales 2006
English	88%	78%	85%	89%
Mathematics	88%	89%	90%	87%
Science	88%	89%	91%	89%

- 20 The data above shows that in the 2006 National Curriculum teacher assessments at the end of KS1, the proportions of pupils achieving Level 2 or above were slightly lower than the LA averages in all subjects, lower than the national averages in English but similar in the other two subjects.
- 21 The recently available 2007 data shows an improvement in English and similar results in the other two subjects.
- 22 In 2006 and 2007 at the end of KS2, according to teacher assessments, the percentages of pupils gaining Level 4 or higher in the following subjects were:

Subject	School 2007	School 2006	County 2006	Wales 2006
English	92%	56%	82%	79%
Mathematics	100%	78%	84%	81%
Science	85%	78%	88%	86%

- 23 The data above shows that in the 2006 National Curriculum teacher assessments at the end of Key Stage 2 (KS2), the proportions of pupils achieving Level 4 or above were lower than the LA and national averages in all subjects. English shows the greatest variance, reflecting the additional learning needs (ALN) of the pupils that year.
- 24 The newly available end of KS2 teacher assessments for 2007 show a marked improvement in each subject and reflect the standards observed during the inspection. Since these results are very recent comparative data is not available.
- 25 The results in both key stages over a period show that the school succeeds in extending higher ability pupils. In 2007, 23% of pupils gained L5 in mathematics while 39% gained a L5 in science and English.
- 26 There is no significant variation in the performance of boys and girls in either key stage over time. At both key stages, comparisons with local and national results need to be treated with caution, as the number of pupils assessed at the end of the key stages each year is very small.
- 27 The Under-Fives and pupils in both key stages succeed in achieving the targets set for them and experience success in their work, whatever their ability, social or linguistic background. Pupils with ALN make good progress according to their age and ability.
- 28 Throughout the school, pupils make good use of their communication and mathematical skills in various contexts across the curriculum. An outstanding feature of the school is the use all pupils make of their IT skills across the curriculum.
- 29 Pupils' spiritual, personal and social development in the Early Years is good with outstanding features. In KS1 and KS2, pupils' personal and social skills are good. However, spirituality is less well developed and pupils spend little time in quiet reflection.
- 30 Pupils' behaviour is good throughout the school and pupils respond positively to the school's well developed behaviour system.
- 31 Pupils of all ages have good attendance and termly figures are consistently good, although just below the school's high target of 96%. Punctuality is very good, with pupils arriving on time eager to start the day.

The quality of education and training

Grades for teaching

32 In lessons and sessions observed the quality of teaching is judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
9%	74%	13%	4%	0%

- 33 The quality of teaching was good with no significant shortcomings (Grade 2) or good with outstanding features (Grade 1) in 83% of lessons. This compares favourably with the national averages reported in Her Majesty's Chief Inspector's (2005-2006) report of 79% of lessons being Grade 1 or Grade 2. The percentage of Grade 1 lessons was lower than found nationally (17%). A minority of lessons had some shortcomings and only one lesson was found to have shortcomings in important areas.
- 34 Where there are shortcomings in lessons they relate to inconsistent provision for developing pupils' key and basic skills, such as investigative and problem-solving skills; and a tendency to give pupils too much information at the beginning of lessons.
- 35 Relationships between teachers and pupils were good in all lessons and this effectively fosters learning. Pupils know that teachers value their contributions and this raises pupils' self-esteem and motivation to learn. Where important shortcomings were identified, this was due to teachers not developing pupils' knowledge and understanding of scientific enquiry well enough, along with their investigative and problem solving skills.
- 36 Pupils identified with ALN are well supported and are making good progress.
- 37 The school's assessment, recording and reporting procedures are good with no important shortcomings. The school assesses pupils' achievements and progress accurately and regularly. Pupils' work is marked regularly and teachers' comments are well directed at improving standards. Individual reports to parents are detailed, are of good quality and comply with statutory requirements.
- 38 The school's curriculum is broad and balanced. It successfully meets learners' needs and aspirations. It provides pupils with rich experiences that interest and motivate them. The curriculum is well organised and supported by useful policies and schemes of work in all National Curriculum subjects and religious education (RE). Pupils partake in a very wide range of sporting, artistic, musical and other activities. Open to all, these broaden and enrich pupils' curricular experiences.
- 39 The overall provision for pupils' spiritual, moral, social and cultural development is good with no important shortcomings. Provision for pupils' personal and social development is good and impacts positively on pupils' standards of achievement and personal development. The school fully realises its aims to promote positive values and attitudes, enabling pupils to know right from wrong and act accordingly. They take on responsibility willingly in and around the school.
- 40 The school's partnerships with parents and the local community are very good. Parents are very supportive of the school. In the pre-inspection meeting and in the

questionnaires returned to the inspection team, parents expressed high levels of satisfaction with, and appreciated the sense of community fostered by the school. The school has benefited substantially from links with a local industrial concern.

- 41 The school's provision for developing pupils' knowledge and understanding of the culture and heritage of Wales is very good. Overall, the *Cwricwlwm Cymreig* is well integrated across the curriculum. The school makes good use of the locality and its rich historical traditions.
- 42 Pupils' development of bilingual skills is given prominence and pupils are rewarded for their use of incidental Welsh. The school is making a very good attempt to develop bilingualism in this Anglicised community.
- 43 The headteacher and staff work well together to provide good care, support and guidance for all pupils. Pupils work within an orderly, welcoming and secure school community, and they are encouraged to develop self-confidence and independence in their learning.
- 44 The school makes a good contribution to pupils' well-being. Teachers know their pupils well and are vigilant of their progress as they move through the school. The marking of work gives pupils clear guidance about what they must do next in order to improve. The recent initiative of pupils setting targets and evaluating their progress is beginning to show positive results in that they are becoming more involved in evaluating their own work.
- 45 The school has good arrangements that encourage and enable learners to be healthy. It is very vigilant in matters relating to health and safety and in making risk assessments. There are effective procedures in place for the protection of children and for safeguarding their welfare.
- 46 The quality of provision for pupils with ALN and the arrangements for the identification, support and monitoring of these pupils are good. All these pupils have individual education plans (IEPs) with effective programmes of work and achievable short-term targets; these help ALN pupils to make good progress. Parents are fully involved in the regular reviews of progress.
- 47 The school has positive behaviour strategies in place to ensure that all pupils have the opportunity to learn effectively without interference or disruption.
- 48 The quality of provision for equal opportunities is good with no important shortcomings. The school actively promotes gender equality throughout the wider curriculum. All pupils, irrespective of their ability, background or need, have equal access and opportunity to participate in all aspects of school life.

Leadership and management

- 49 The positive leadership and vision provided by the headteacher coordinates the efforts of the teaching staff and support staff effectively, giving the school's work a sense of direction and promoting good standards. Staff undertake their curricular and leadership responsibilities diligently and make an important contribution to improving standards. The school has taken good account of national priorities.
- 50 Targets set for attendance are challenging and those in the core subjects are realistic; all are evaluated routinely. There are effective systems to manage and monitor staff performance.

- 51 The governing body performs their management and legal duties effectively. They are supportive, hard working and conscientious. Many members take a key role in the life of the school and ensure that the aims and objectives of the school are met.
- 52 Good features outweigh shortcomings in the process of self-evaluation that has been established by the school. Subject co-ordinators use a number of different methods to collect information, reports are prepared in consultation with governors and the governing body discusses the findings. However, there is no rigorous framework that ensures a manageable and sustainable process. At present, neither the opinions of parents nor pupils are given sufficient formal consideration.
- 53 The quality of the self-evaluation report prepared by the school before the inspection shows good features outweighing shortcomings. This document highlights the strengths, aspects that need improvement and the evidence available. However, the document tends to be descriptive rather than analytical, and fails to identify the subject areas that the inspection team found to be Grade 3.
- 54 The quality of the school development plan (SDP), which sets out priorities over two years, shows good features outweighing shortcomings. Resources, responsibilities and budgetary needs are earmarked and prioritised well. However, the plan lacks focus and there are not enough targets that can be measured and monitored.
- 55 The school has attended to each one of the key issues highlighted in the previous inspection in 2001 and good features outweigh shortcomings in the progress made.
- 56 Staffing is adequate for the number of pupils on roll. Teachers have the necessary knowledge and experience to teach the full requirements of the National Curriculum and the Desirable Outcomes for Children's Learning. Very good use is made of the expertise of staff, especially relating to IT and creative skills. The school is very committed to supporting the development of all staff.
- 57 The school provides a welcoming environment, which has a positive effect on pupils' learning experiences. The variety of playground activities offered are stimulating, while lunchtime clubs, such as the Latin club, help meet the needs of the more able pupils.
- 58 Sufficient resources are available across the curriculum for the needs of pupils in KS1 and KS2. Teachers use them well to support the aims of the lessons. The ratio of pupils to computers is excellent.
- 59 The clerk, cleaner in charge, caretakers and lunchtime staff make an important contribution to implementing the values and caring ethos of the school and contribute a great deal to the successful daily running of the school.
- 60 The accommodation is adequate overall in terms of classroom and teaching space. However, the outside area for the Early Years children is not sufficiently developed, as there is no specific play area for the Nursery, where children can play safely with suitable equipment.
- 61 The school's financial resources are frequently discussed by the sub-committee and used prudently to support the priorities identified in the SDP. The school's spending decisions are closely linked to the priorities and objectives in the SDP. The school gives good value for money.

Recommendations

In order for the school to continue to improve and develop, staff and governors should:

- R1 raise standards in science in Key Stage 1 and geography and religious education in Key Stage 2;
- R2 develop the outside learning area in the Early Years in order to improve pupils' decision making skills, enhance their physical development and give them more options to learn through play using large equipment; *
- R3 ensure consistent provision for developing investigative and problem solving skills, especially in cross-phase situations;
- R4 improve the school's self-evaluation by establishing a manageable framework to identify strengths and weakness and take account of the views of parents and pupils;
- R5 ensure that priorities in the school development plan are informed by the self-evaluation process and that measurable success criteria are used to rigorously check the effectiveness of the school's work.

* elements identified in SDP

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

62 The findings of the inspection team match the judgements made by the school in the self-evaluation report.

63 Pupils' standards of achievement in the lessons observed were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
8%	83%	8%	0%	0%

64 The standards of achievement in the lessons inspected are higher than the Welsh Assembly Government's all-Wales targets for 2007, that 98% of standards in lessons should be satisfactory (Grade 3) or better, and 65% should be good or better (Grade 1 and Grade 2).

65 The overall quality of the educational provision for the Under-Fives is appropriate to their needs and pupils make good progress towards the Desirable Outcomes for Children's Learning. However, children's outdoor physical skills are underdeveloped because they do not have access to large toys and equipment on a regular basis and they have insufficient experience of making decisions and learning through outdoor play.

66 Baseline assessment tests indicate that when children start in the Early Years, their skills and experiences are broadly similar to those expected at this age.

67 Children of both Nursery and Reception age get a very good start to their education and transfer easily into KS1. Standards of achievement for the Under-Fives are summarised in the table below:

Areas of Learning	Inspection Grade
Language, literacy and communication	1
Personal and social development	1
Mathematical development	1
Knowledge and understanding of the world	1
Creative development	1
Physical development	2

68 In the subjects and areas of learning inspected in KS 1 and KS 2, standards of achievement are as follows:

Subject	Key Stage 1	Key Stage 2
Mathematics	2	2
Science	3	2
Geography	2	3
Physical Education	2	2
Religious Education	2	3

- 69 In 2006 and 2007 at KS1, according to teacher assessments, the percentages of pupils gaining the Core Subject Indicator (CSI) (Level 2 or higher in all three subjects below), Level 2 or higher in the following subjects were:

Subject	School 2007	School 2006	Pembrokeshire 2006	Wales 2006
English	88%	78%	85%	89%
Mathematics	88%	89%	90%	87%
Science	88%	89%	91%	89%
Core Subject Indicator (CSI)	88%	78%	82%	81%

2006 is the latest year for which comparative data is available

- 70 The data above shows that in the 2006 National Curriculum teacher assessments at the end of KS1 the CSI was slightly below the LA and national averages. The proportions of pupils achieving Level 2 or above was slightly lower than the LA averages in all subjects with English showing the greatest variance, lower than the national averages in English but higher in the other two subjects.
- 71 Compared with similar schools in Wales, based on the percentage of schools with between 8% and 16% of pupils receiving free schools meals (FSM), the performance of the school was in the third quartile, lower than the mid point.
- 72 The recently available 2007 data shows an improvement in the CSI and English and an insignificant reduction in the other two subjects.
- 73 In 2006 and 2007, according to teacher assessment, the percentages of pupils gaining the CSI in KS2 and a Level 4 or higher in the following subjects were:

Subject	School 2007	School 2006	Pembrokeshire 2006	Wales 2006
English	92%	56%	82%	79%
Mathematics	100%	78%	84%	81%
Science	85%	78%	88%	86%
Core subject indicator (CSI)	85%	56%	78%	74%

2006 is the latest year for which comparative data is available

- 74 The data above shows that in the 2006 National Curriculum teacher assessments at the end of KS2 the CSI was well below the LA and national averages. There was no significant variance in the performance of boys and girls. The proportions of pupils achieving Level 4 or above were lower than the LA and national averages in all subjects with English showing the greatest variance, reflecting the ALN of the pupils in this year group.
- 75 Compared with similar schools in Wales, based on the percentage of schools with between 8% and 16% of pupils receiving FSM, the performance of the school was in the lowest quartile. However, the vast majority of this small cohort show good progress when compared to their results at the end of KS1 in 2002.
- 76 The end of KS2 teacher assessments for 2007 show a marked improvement in all areas compared with 2006 and reflect the standards observed during the inspection.

- 77 The results of both key stages over a period show that the school succeeds in extending higher ability pupils. In 2007, 23% of pupils gained L5 in Mathematics while 39% gained a L5 in science and English. There is no significant variation in the performance of boys and girls in either key stage over time.
- 78 At both key stages, comparisons with local and national results need to be treated with caution as the number of pupils assessed at the end of the key stage each year is very small.
- 79 The Under-Fives and pupils in both key stages succeed in achieving the targets set for them and experience success in their work, whatever their ability, social or linguistic background. Pupils with ALN make good progress according to their age and ability.
- 80 Throughout the school, pupils make good use of their communication and mathematical skills in various contexts across the curriculum. An outstanding feature of the school is the use all pupils make of their IT skills across the curriculum
- 81 Across the school there is good continuity in pupils' knowledge and understanding of the *Cwricwlwm Cymreig* and the culture of Wales features prominently in the life of the school.
- 82 The standards of pupils' bilingual skills are good with no important shortcomings. They demonstrate a good understanding of instructions in Welsh and incidental Welsh is effectively and constantly used. However, pupils' responses to questions are often in short phrases rather than sustained conversation.
- 83 Pupils of all ages are very good at using their creative skills constantly in all aspects of the curriculum and in enriching their school environment. This is an identified strength within the school.
- 84 The majority of pupils across the school are successfully developing their ability to work independently, applying problem solving skills and use their time effectively.
- 85 Children's spiritual, personal, social and learning development in the Early Years is good with outstanding features. In KS1 and KS2, pupils' personal and social skills are good. There are good relationships between the pupils and they show a growing awareness and sensitivity towards the needs of others, as shown in their sustained work in supporting the United Nations Children's Fund (UNICEF). However, spirituality is less well developed and pupils spend little time in quiet reflection.
- 86 One pupil was excluded for a fixed-term during the last year. The appropriate procedures were followed.
- 87 Pupils' behaviour is good throughout the school and pupils respond well to the school's well developed positive behaviour system. They respond courteously and play together happily during break times. The school council's suggestion of introducing a better play environment through the implementation of 'Busy Bees' and staff training in 'Zones For You' have had a positive impact on behaviour.
- 88 Pupils of all ages have good attendance rates and termly figures are consistently good, although just below the school's high target set of 96%. Punctuality is very

good with pupils arriving on time eager to start the day. Many attend the daily breakfast club.

- 89 The school takes appropriate account of the requirements of the National Assembly of Wales Circular 3/99 that sets out the requirements for recording absence.
- 90 The school is good at encouraging pupils to understand the part the school plays within its community and prepares them well for their active participation within it. Many local initiatives are supported and competitions are entered on a regular basis.
- 91 Pupils' awareness of equal opportunity issues and their respect for diversity is good with no important shortcomings. Across the school, pupils gain increasing respect for the many and varied cultural traditions, diverse beliefs, attitudes and values, especially through their work in geography, religious education and art.
- 92 Effective co-operation exists between the school and local industry, which contributes significantly to extending pupils' understanding of the world of work. Important life-long learning skills, for example, those shown in pupils' very good use of computers are very well developed.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

- 93 The findings of the inspection differ from the school's self-evaluation in that the school graded this key question grade 1. The inspection recognised some outstanding teaching but overall, the substantial majority of teaching was graded 2.
- 94 The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
9%	74%	13%	4%	0%

- 95 The quality of teaching was good with no significant shortcomings (Grade 2) and good with outstanding features (Grade 1) in 83% of lessons and this compares favourably with the national averages reported in Her Majesty's Chief Inspector (2005-2006) report of 79% of lessons being Grade 1 or Grade 2. The percentage of Grade 1 lessons was lower than the 17% found nationally. A minority of lessons had shortcomings but only one lesson was found to have shortcomings in important areas.
- 96 The quality of teaching in the Early Years was at least good with no important shortcomings and in 25% of lessons it was good with outstanding features. The teaching in the Early Years is very well directed at developing the Desirable Outcomes for Children's Learning and children benefit substantially from the contribution of the classroom support assistant.

- 97 The quality of teaching in KS1 was variable and whilst it was good or better in 80% of the lessons seen, a small number of lessons had shortcomings and in one instance, this was in an important area. The quality of teaching in KS2 was good with no important shortcomings in 80% of lessons and in the other lessons good features outweighed shortcomings
- 98 Relationships between teachers and pupils are good and this effectively fosters learning. Pupils know that teachers value their contributions and this raises pupils' self-esteem and motivation to learn.
- 99 Teachers have good subject knowledge and use questions well both to recapitulate previous learning and to draw out pupils' ideas. The Welsh language is used frequently in classrooms and during other school activities and this effectively develops pupils' bilingual skills.
- 100 Where the teaching is outstanding:
- as in Y1, the teachers' perceptive questioning encourages pupils to put forward their own ideas about how to carry out their investigations, whilst recognising the need for fair testing;
 - the vocabulary of young pupils is very well developed; and the
 - plenary session is used very well to consolidate learning and to lead pupils on to the next stage of learning.
- 101 Where the teaching is good:
- lessons are well planned and learning objectives are clearly identified;
 - tasks are well matched to pupils' abilities;
 - teachers and classroom learning assistants are vigilant in helping pupils where necessary;
 - lessons are stimulating and pupils suitably challenged; and
 - teachers use a range of appropriate teaching methods and such lessons are well resourced.
- 102 Where there are shortcomings in lessons they relate to:
- inconsistent provision for developing pupils' key and basic skills, such as investigative and problem-solving skills; and
 - a tendency to give pupils too much information at the beginning of lessons.
- 103 Basic and key skills that are relevant to the subject being taught are included in teachers' planning. However, there is no overall plan to ensure that skills are taught progressively across the age range. Overall, there is equality of opportunity for all pupils. Pupils identified with ALN are well supported and are making good progress.

- 104 The school's assessment, recording and reporting procedures are good with no important shortcomings. The school assesses pupils' achievements and progress accurately and regularly. Baseline assessments are made soon after children start in the Early Years and, using both standardised tests and teacher assessments, pupils' attainment and progress are tracked as they move through the school. Good attention and support is given to pupils with ALN.
- 105 Samples of pupils' work are regularly assessed and the levels achieved monitored. The results of assessments are used to set targets for pupils. Recently a system has been introduced whereby individual pupils, in collaboration with class teachers, set weekly targets for improvement. Such targets are evaluated at the end of the week. This is beginning to impact on standards and has a positive effect on pupil motivation.
- 106 Pupils with ALN have IEPs. These set targets for these pupils and are regularly reviewed. Statutory requirements for reviewing, recording and reporting the progress of these pupils are met fully.
- 107 Pupils' work is marked regularly and teachers' comments are well directed at improving standards. Individual reports to parents are detailed and parents appreciate the balanced picture that the school provides of their child, as the reports contain comments on social skills and attitudes to learning. The reports provide a space for pupils' and parents' comments. The reports are of good quality and comply with statutory requirements. There are formal and informal opportunities for parents to discuss their child's progress with both the class teacher and the headteacher.

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

Grade 2: Good features and no important shortcomings

- 108 The findings of the inspection differ from the school's self-evaluation in that the school graded this key question Grade 1. Whilst the learning experiences provided for pupils are good overall, no outstanding features were noted and there are some shortcomings in the provision for developing pupils' entrepreneurial skills.
- 109 The overall quality of curricular provision for the Under-Fives is very good, enabling children to make very good progress towards the Desirable Outcomes for Children's Learning. Children in both the Nursery and Reception classes get a very good start to their education and are well prepared for the next stage of their education.
- 110 The school's curriculum is broad and balanced. The curriculum is well planned and meets the needs and aspirations of the range of pupils within the school, including those with ALN. It provides pupils with rich experiences that interest and motivate them. The curriculum is well organised and supported by relevant policies and schemes of work in all NC subjects and religious education. It fully meets legal and course requirements.
- 111 Pupils partake in a very wide range of sporting, artistic, musical and other activities, which are open to all. These broaden and enrich their curricular experiences. Visits to the community and further afield, and visitors to their school, enrich pupils' learning

and help promote their sense of belonging, together with their knowledge and understanding of the heritage and culture of Wales.

- 112 Teachers' planning incorporates good opportunities for pupils to develop their key and basic skills, but there is no overall plan to ensure progression and lack of unnecessary duplication in the teaching and learning.
- 113 The overall provision for pupils' spiritual, moral, social and cultural development is good with no important shortcomings. School assemblies and acts of collective worship are happy occasions of a broadly Christian nature, that offer moral guidance and promote a strong sense of community.
- 114 In class collective worship, such as in the Early Years and Y1, very good opportunities were provided for the children and pupils to reflect on people less fortunate than them, such as those affected by recent floods. An outstanding feature of these occasions was the willingness of pupils to lead the class in a short prayer. The experiences that these pupils get also provide many opportunities for them to come across the wonder of the world around them. However, in other classes, pupils have limited opportunities for quiet reflection and this is a shortcoming in the school's provision.
- 115 Provision for pupils' personal and social development is good and impacts positively on pupils' standards of achievement and personal development. The aims of the school, to promote positive values and attitudes, are fully realised. Pupils know right from wrong and act accordingly. They take responsibility willingly in and around the school. As a result, relationships within the school are good and most pupils, particularly the older ones, exhibit good self-discipline. Participation in the school council helps them to develop an understanding of living in a community.
- 116 The school's partnerships with parents and the local community are very good. Parents are very supportive of the school. In the pre-inspection meeting and in the questionnaires returned to the inspection team, parents expressed high levels of satisfaction and appreciated the sense of community fostered by the school. Parents value the commitment of the headteacher and staff, the welcoming nature of the school and the willingness of the school to listen to parents.
- 117 Parents are kept well informed through a comprehensive prospectus, the annual report of the governing body, regular newsletters, daily informal contact with staff and through regular opportunities to meet teachers to discuss their children's work and progress. A good home/school agreement is in place and parents have readily accepted this.
- 118 The many positive links made with the local community are very effective and contribute significantly to pupils' learning in a number of curriculum areas. The school has benefited substantially from links with a local industrial concern. This has provided the school with resources and enhanced its educational provision.
- 119 Overall, the school is active in pursuing local and national initiatives, and these broaden pupils' experiences. However, pupils' entrepreneurial skills are still at an early stage.

- 120 The school enjoys successful working partnerships with other schools, especially with the secondary school to which pupils transfer. Curriculum, pastoral and administrative links are well developed and help promote the continuity of education as pupils move from KS2 to KS3. Arrangements for the transfer of pupils are very good and ensure that Y6 pupils look forward to secondary school and approach it with confidence.
- 121 The school successfully promotes pupils' environmental awareness and positive attitudes to sustainable development. It is fully aware of its responsibilities in this area and has acted in a sustainable way for many years. The impressive number of computers is testament to the ingenuity in recycling from local companies. Regular trips to the recycling resource centre in Swansea have been made and good use then made of the resources brought back, especially in art and design technology work. Pupils' understanding of recycling is good and involvement in the 'Healthy Schools' initiative is raising everyone's awareness of the importance of learning about how human actions affect the environment.
- 122 The school's provision for developing pupils' knowledge and understanding of the culture and heritage of Wales is very good. Overall, the *Cwricwlwm Cymreig* is well integrated across the curriculum. The school makes good use of the locality and its rich historical traditions. Welsh artists and craftsmen are an integral part of the school's art curriculum and the school celebrates Welsh festivals and other events.
- 123 Pupils' development of bilingual skills is given prominence and pupils are rewarded for the use of incidental Welsh. The school is making a very good attempt to develop bilingualism in this Anglicised community. Staff are working diligently to enhance pupils' understanding of the world of work and to enrich pupils' experiences through its partnership with industry in the locality.

Key Question 4: How well are learners cared for, guided and supported?

Grade 2: Good features and no important shortcomings

- 124 The findings of the inspection team match the judgements made by the school in the self-evaluation report.
- 125 The headteacher and staff work well together to provide good care, support and guidance for all pupils. The quality of provision for pupils' care, support and guidance is good with no significant shortcomings. Pupils work within an orderly, welcoming and secure school community and they are encouraged to develop self-confidence and independence in their learning.
- 126 All staff understand the needs of the pupils in their care. They ensure that the support offered to pupils enables them to cope with new challenges and contributes to the progress that they make. Pupils are confident that there is an adult they can turn to for support and guidance, if needed.
- 127 The school has established effective partnerships with parents and carers and takes good account of their views. Concerns that are brought to the attention of the school

are dealt with effectively and promptly. Parents are kept well informed of the progress that their children make and they are involved in the reviews of IEPs.

- 128 The close liaison with the local playgroup ensures that effective links are established before children come to school. The good induction arrangements help to ensure that children settle quickly and happily in the afternoon Nursery class. Several children attend the playgroup in the morning and Nursery class in the afternoon.
- 129 Pupils are encouraged to develop a tolerance and understanding of each other through a variety of initiatives. Older pupils care for younger pupils, such as during breaks and lunch times, and the recent initiative to introduce 'play stations' on the yard has been successful.
- 130 The school has good arrangements that encourage and enable learners to be healthy. It is committed to being a 'Health Promoting School'. Health education is integrated well within the curriculum. Pupils are actively involved in the 'Healthy Schools' award scheme and older pupils organise a healthy eating snack station.
- 131 Teachers know their pupils well and are vigilant of their progress as they move through the school. The marking of work gives pupils clear guidance of what they must do next in order to improve. The recent initiative of pupils setting targets and evaluating their progress is beginning to show positive results as they are becoming more involved in evaluating their own work.
- 132 Absences are carefully monitored and the school has an effective system in place to identify and follow up pupils whose attendance is giving cause for concern. Registers are completed at the beginning of each session and comply with regulations.
- 133 The school provides a good programme of personal and social education (PSE) that allows pupils to discuss matters of concern. The very good relationships between staff and pupils gives them confidence to speak to their teachers and discuss any matters of concern.
- 134 The school is good at regularly involving pupils in decision making through the school council. This meets regularly under the supervision of an adult and is a good feature of the school, as decisions made are influencing the school in a positive manner. Examples of such decisions are the 'Thin Blue Line' and the 'Busy Bees' initiatives. Together with the marked zones on the playground, they give the pupils extra responsibilities, which they respond to well and enjoy. Members feel that their decisions are well considered by the headteacher.
- 135 There is a sufficient number of staff with first aid certificates. The school is very vigilant in matters relating to health and safety and in risk assessments. It successfully promotes pupils' awareness of these issues. The contribution of the school to the well-being of the pupils is good and has no important shortcomings.
- 136 Effective procedures are in place for the protection of children and for safeguarding their welfare. The headteacher has overall responsibility and works closely with the relevant external agencies. All staff have received training and are fully aware of the correct procedures.

- 137 The quality of provision for pupils with ALN is good with no important shortcomings. The school has identified 14 pupils as having special educational needs. The arrangements for the identification, support and monitoring of these pupils are good. All these pupils have IEPs with effective programmes of work and achievable short-term targets. These help ALN pupils to make good progress. Parents are fully involved in the regular reviews of progress.
- 138 The ALN Co-ordinator (ALNCo) provides good guidance to class teachers and support staff. The school is sensitive to issues of inclusion and this enables learning support assistants to help teachers in providing good quality support. All pupils are well integrated into the life and work of the school. The school makes effective use of the professional support services available.
- 139 Positive behaviour strategies ensure that all pupils have the opportunity to learn effectively without interference or disruption. No pupils have been permanently excluded from school during the last year; one pupil was temporarily excluded during this period and the correct procedures were followed.
- 140 The quality of provision for equal opportunities is good with no important shortcomings. The school actively promotes gender equality throughout the wider curriculum. All pupils, irrespective of their ability, background or need, have equal access and opportunity to participate in all aspects of school life. All policies and practices promote gender equality and effectively challenge stereotypes in pupils' choices and expectations.
- 141 An audit to assess the conditions for disabled access has been completed and the school has an appropriate accessibility policy and plan.
- 142 The school recognises, respects and celebrates diversity and pupils value the contributions of others. Overall, the arrangements to eliminate racism, oppressive behaviour, bullying and harassment are good with no important shortcomings.

Leadership and management

Key Question 5: How effective are leadership and strategic management?

Grade 2: good features and no important shortcomings

- 143 The findings of the inspection team match the judgements made by the school in the self-evaluation report.
- 144 The positive leadership and vision provided by the headteacher coordinates the efforts of the teaching and support staff, giving the school's work a good sense of direction and promoting good standards. Appropriate aims and policies focus on the needs of the learners and common values are shared about learning, behaviour and relationships.

- 145 Staff undertake their curricular and leadership responsibilities diligently and make an important contribution to improving standards. However, while all monitor the standards of achievement, they do not yet monitor the quality of teaching.
- 146 Equal opportunities are promoted for everyone in school. There are detailed discussions with staff before any key decisions are made and pupils have the opportunity to voice their opinions through the school council.
- 147 Good account of national priorities is taken by the school. These include developing the IT provision, gaining accreditation for a Basic Skills Agency Quality Mark, promoting bilingualism, responding positively to the aims of the new Foundation Phase, and forming a partnership with the local secondary school through effective bridging projects.
- 148 Although the school has yet to apply for Eco-school status, recycling and environmental issues feature strongly in the school life. Pupils' entrepreneurial skills are still at an early stage of development.
- 149 Targets set for attendance are challenging and those in the core subjects are realistic. All are evaluated routinely. Standardised tests, along with levelled sets of pupils' work from the local cluster of schools are used to gauge pupils' progress reliably.
- 150 There are effective systems to manage and monitor staff performance. The performance management systems are implemented according to requirements and the information gathered is used for further professional development of the teachers. Staff development needs are thoroughly identified, and they record the impact of training courses on purposeful evaluation forms prepared by the school.
- 151 The school acts effectively to fulfil the requirements of 'workforce remodelling' and there are good systems for ensuring adequate time for planning, preparing and assessment for teachers.
- 152 The governors have adopted a good range of managerial policies and the values incorporated in them help to promote equal opportunity in every aspect of the school's work.
- 153 The school prospectus and annual report of the governors for parents contain useful information and conform to the current statutory requirements.
- 154 The governors perform their management and legal duties effectively. They are supportive, hard working and conscientious. Many members take a key role in the life of the school and therefore ensure that the aims and objectives of the school are met.
- 155 Regular reports from the headteacher help the governing body to set a strategic direction for the school. There are a number of committees, which give opportunities for the members to concentrate thoroughly on issues before reporting to the full governing body.

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

Grade 3: good features outweigh shortcomings

- 156 The findings of the inspection team do not agree with the Grade 2 the school allocated in the self-evaluation report. Although there are good features, there are also some important shortcomings, particularly in the process of self-evaluation, the way outcomes are used to plan for improvement and in the progress made since the previous inspection in this area.
- 157 Good features outweigh shortcomings in the process of self-evaluation that has been established by the school and is now in its second year. Subject co-ordinators use a number of different methods to collect information to monitor the standards of achievement, for example, by examining pupils' work and analysing test results and assessments. Reports are prepared in consultation with governors who have subject responsibilities and the governing body discusses the findings.
- 158 There is, however, no rigorous framework that ensures a manageable, sustainable process for these evaluations. The current process takes a 'broad spectrum' approach rather than pursuing a rolling programme. At present, neither the opinions of parents nor pupils are given sufficient formal consideration. Subject co-ordinators do not yet observe the quality of teaching or adequately scrutinise teachers' planning to ensure that the schemes of work are adhered to.
- 159 The governing body takes an active part in the process of deciding the priorities in the SDP. Governors take an increasing role in the school self-evaluation process and they are very aware of the contents of the report prepared for the inspection.
- 160 The quality of the self-evaluation report prepared by the school before the inspection shows good features outweighing shortcomings. It is based appropriately on the seven key questions in the inspection framework with the addition of subject reports. This document highlights the strengths and aspects that need improvement based on the evidence available.
- 161 However, the report tends to be descriptive rather than analytical. It fails to identify the subject areas that the inspection team found to be Grade 3 and does not highlight the outstanding features in the subjects or areas judged to be Grade 1 by the school. The findings of the inspection team match the judgements made by the school in three key questions. In the other four key questions, those awarded by the team are lower than the school's grades.
- 162 The quality of the SDP, which sets out priorities over two years, has good features outweighing shortcomings. Resources, responsibilities and budget needs are earmarked and prioritised well. However, the plan lacks adequate targets that can be measured and monitored, which makes the role of the governing body as a 'critical friend' difficult. The link between the self-evaluation process and the SDP is not clear enough.
- 163 The school has attended to each one of the key issues highlighted in the previous inspection in 2001 and good features outweigh shortcomings in the progress made.

Standards in the Early Years have improved dramatically and the quality of teaching and learning within the Early Years is now a strength. Standards in mathematics, geography and religious education in KS1 have also improved from satisfactory to Grade 2. In science in KS1, along with geography and religious education in KS2, standards remain the same as at the previous inspection. The school has successfully improved the use it makes of assessment data to target pupils who are falling behind. It has also extended the role of subject co-ordinators and met most of the criteria set for them.

- 164 Work to improve facilities for assemblies and physical education has yet to be completed but plans have been accepted, funds identified and the start date is under negotiation. However improving the facilities for the Under Fives' physical development remains an issue.

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

Grade 2: good features and no important shortcomings

- 165 The findings of the inspection team do not match the judgement of Grade 1 made by the school in the self-evaluation report. Although there are many good features, there are also shortcomings in learning resources and the accommodation for the Under-Fives.
- 166 Staffing is adequate for the number of pupils on roll. Teachers have the necessary knowledge and experience to teach the full requirements of the National Curriculum and the Desirable Outcomes for young children.
- 167 Very good use is made of the expertise of staff especially relating to IT and creative skills. The school is very committed to supporting the development of all staff. Staff expertise is shared with LA and national bodies such as the Pembroke Grid for Learning (PGfL) and the National Grid for Learning (NGfL) Cymru. This is an identified strength of the school, along with in-house prepared teaching and learning resources, such as 'The Seagull Billy' story and the DVD 'The Lads' Army' based on local history during World War 2, which has recently won a Welsh Heritage Local History award.
- 168 Teaching and support staff are deployed effectively. Very effective use is made of support staff and pupils benefit from the close co-operation and understanding between the staff. They have a positive impact on pupils' experiences, as do volunteers who help in the school. All staff have clear job descriptions.
- 169 Teachers' preparation, planning and assessment (PPA) time is used effectively to organise lessons. Good use is made of supply teachers' expertise when they cover for teachers' lessons.
- 170 The school provides a welcoming environment, which has a positive effect on pupils' learning experiences. The variety of playground activities offered are stimulating; lunch time clubs such as the Latin club help meet the needs of the more able pupils.

- 171 Sufficient resources are available across the curriculum for the needs of pupils in KS1 and KS2. Teachers use them well to support the aims of the lessons. Very good use is made of recycled material through the school's links with the Swansea Play Resource centre. The ratio of computers to pupils is excellent.
- 172 Food is prepared in the school kitchen and the small school hall is used as a dining room as well as for teaching. The clerk, cleaner in charge, caretakers and lunchtime staff make an important contribution to implementing the values and caring ethos of the school, and contribute a great deal to the successful daily running of the school.
- 173 Accommodation is adequate overall in terms of classroom and teaching space. The situation has improved with regard to space since the previous inspection as the number of pupils taken in has been reduced and the school has gone from 4 classes to 3. As a result, the youngest children now have double the space available compared with the previous inspection. Good care is taken inside the school and it is kept clean.
- 174 The outside area for the Early Years is not sufficiently developed as there is no specific play area for the Nursery where children can play safely with suitable equipment.
- 175 The addition of a mobile classroom on the yard for art work is a very good feature and has had a positive impact on creative skills.
- 176 Extra space has been very imaginatively arranged and used as historical bases. For example, the junior cloakroom doubles up as a War Museum with an abundance of artefacts and interesting photographs.
- 177 Good processes are in place to secure value for money and the governors have good regard for the principles of 'best value'. The school's financial resources are frequently and thoroughly discussed by the committee who have worked hard to address the recommendations of the audit report. The school maintains a contingency to meet any unforeseen circumstances and there is an effective balance between the responsibilities undertaken by the governors and those delegated to the headteacher and staff.
- 178 Strategic planning ensures that there is a suitable strategy for financing the priorities of the SDP. The school's spending decisions are closely linked to the priorities and objectives in the SDP. The school gives good value for money.

Standards achieved in subjects and areas of learning

Under 5s

Language, literacy and communication skills

Grade1: Good and outstanding features

Outstanding features

- 179 Children's listening and speaking skills are outstanding features and all children thoroughly enjoy listening to stories. Nursery children respond well to stories and are extremely eager to answer questions based on the story.
- 180 Reception children retell stories they have heard and many enthusiastically predict what might happen. They use language imaginatively to relate their experiences and to describe their ideas. Children have an extensive vocabulary and are eager to use new words and phrases.
- 181 Both Nursery and Reception children react positively to Welsh words and phrases spoken by their teacher, showing a basic understanding of the language. Older children in Reception are beginning to use Welsh words and phrases themselves, such as at registration time.
- 182 Another outstanding feature is children's developing reading skills. Nursery children know that words have meaning and recognise many letters of the alphabet. Reception children sound letters correctly and many of them are independent readers. These children select books and read sentences correctly and with meaning. They retell what they have read with enthusiasm, showing a very good understanding of the story and the sequence of events.

Good features

- 183 All children hold pencils correctly and form recognisable letters. Reception children write their own names to register their presence in class. These children form letters correctly and many are beginning to write brief sentences.

Personal and social development

Grade1: Good and outstanding features

Outstanding features

- 184 Outstanding features are children's growing independence and their confidence to engage in new activities. They have very good decision making skills and show a capacity to sustain their interest and concentration for extended periods of time.

Good features

- 185 Nursery and Reception children show considerable interest in their work; tasks excite them and they are very well motivated to learn. Excellent relationships are evident between children and between children and adults, and this very effectively fosters children's self-esteem, their willingness to seek help when needed and to make their views known.
- 186 Nursery and Reception children are developing an understanding of Welsh culture and the Reception children recognise some other cultures. They are sensitive to the needs of others less fortunate than they are, as was apparent during class collective worship. Reception children have experience of being part of a 'class council' that discusses issues that affect them and have opportunities to make changes and suggest facilities that could be improved.

Mathematical development

Grade1: Good and outstanding features

Outstanding features

- 187 Outstanding features are the ability of children to use number confidently and the Reception children's knowledge and understanding of shape.

Good features

- 188 Nursery children recognise numbers and most count reliably to 10 and beyond. Reception children recognise two digit numbers and children that are more able understand the value of single numbers according to their position in larger ones.
- 189 Both Nursery and Reception children know many mathematical words, such as 'heavier' and 'lighter', 'larger' and 'smaller', 'full' and 'empty'. Reception children use their developing mathematical vocabulary whilst undertaking play activities, such as when using sand and water.
- 190 Reception children write and add single numbers correctly. They recognise and repeat simple patterns accurately. These children also recognise different shapes, such as circle, triangle and squares, and a few of the more able children know their main properties.
- 191 In their role-play activities, children play with money in the shop and the older children recognise the different values of the coins they use.

Knowledge and understanding of the world

Grade1: Good and outstanding features

Outstanding features

- 192 Nursery and Reception children are developing a very good understanding of the world around them and factors that influence them. Nursery children understand sequences of events and the time of day, such as home time. Reception children have a well developed perception of time, including break times and meal times. They sequence events that have happened previously and events that might happen in the future. Both Nursery and Reception children use their developing computer skills to reinforce learning and the older children to search for information. These are outstanding features.
- 193 Reception children have a well developed idea of healthy living and know that exercise is important in a healthy life style. By the end of the Reception stage, children have a very good perception of fair testing. In their investigations of what materials make the strongest bag to hold marbles, they were aware of the need to use the same amount of material, fix the edges in the same way and in testing, it was vital to use marbles of the same size. This is an outstanding feature of their work.

Good features

- 194 Children have an increasing awareness of healthy living. Nursery children know that some foods, such as milk, are healthy and they have experimented to find out Nursery children's favourite tastes. They experimented by using different fruits to flavour milk shakes that each child tasted and evaluated.
- 195 Reception children know that differences in the weather can be represented by weather symbols and that they wear different clothes, depending on the weather.
- 196 Reception children know the differences between towns and the countryside and the importance of looking after the environment, such as keeping their school tidy and litter free. Visits and visitors to the school help children to understand the different work people do and how they rely on people who support them.

Physical development

Grade 2: Good features and no important shortcomings

Good features

- 197 Nursery children have good fine motor skills as illustrated in their drawings using pencils and crayons. They handle equipment, such as when playing in sand and water, with good control. Reception children have very good control of pencils, crayons and paintbrushes.
- 198 Reception children move confidently and safely when engaged in physical activity. They are well co-ordinated and use a range of small equipment skilfully.
- 199 Reception children appreciate different ways of moving and that they can move at different rates. They have a well developed vocabulary and understand words such as 'in front' and 'behind'. Indoor activity skills are well developed.
- 200 Both Nursery and Reception children are aware of some factors that keep us healthy and that physical activity is important in a healthy life style.

Shortcomings

- 201 Children's outdoor activity skills are not fully developed because they do not have access to large toys and equipment on a regular basis.

Creative development

Grade1: Good and outstanding features.

Outstanding features

202 Reception children explore colour, texture, shape and form in two and three-dimensions, as illustrated in their creations. Their displays also incorporate a very good range of materials and show very good imagination. This is an outstanding feature of children's work and shows that they have very good decision making skills when selecting colour and materials that they use in their three-dimensional shapes.

Good features

203 All children enjoy and respond enthusiastically to music and in particular to singing. Reception children recognise a range of percussion instruments and have made their own shakers. Both Nursery and Reception children use paints effectively and experiment with colour by mixing primary colours.

204 All children enjoy role-play. Nursery children play for extended periods in their toy Post Office, selecting and describing parcels. Reception children observe, express and communicate their ideas very well and this develops their language skills.

Mathematics

Key stage 1: Grade 2: Good features and no important shortcomings

Key stage 2: Grade 2: Good features and no important shortcomings

Good features

205 Pupils in both key stages demonstrate a positive attitude towards the subject and use their knowledge well to complete mental mathematical challenges. They successfully apply their mathematical skills in practical tasks across the curriculum and discuss their work using mathematical language correctly. Their IT skills are used very well to support relevant aspects in mathematics.

206 Pupils in KS1 have a good understanding of number additions and the value of numbers depending on their position. They count correctly in twos, fives and tens and count forwards and backwards accurately from large numbers. The majority double and halve numbers correctly and recognise number patterns well. The more able are beginning to understand the relationship of multiplication to division.

207 Pupils recognise the most common coins and add simple sums of money correctly to make different totals. They use decimal notation in recording money and recognise simple fractions. Pupils represent data they have collected carefully in a variety of simple graphs.

208 They have a good knowledge of a range of two-dimensional (2-D) and 3-D shapes and the more able describe their properties. They are developing their understanding of angle as a measurement of turn. They show good estimation and predicting skills whilst using right turns as instructions for a programmable toy in a practical activity.

209 Younger pupils in KS2 further develop their knowledge of 2-D and 3-D shapes and their properties and identify lines of symmetry within 2-D shapes. By the end of KS2,

pupils show a good understanding of shape and space. They accurately calculate the area of rectangles and compound shapes, and the perimeter of various regular and irregular shapes.

- 210 Pupils in KS2 have a secure understanding of halving and doubling and they confidently explain the methods used to find answers. They have a good understanding of the value of single numbers within larger ones and use the four operations, such as subtraction, correctly. Pupils recall multiplication facts well and use this knowledge effectively in practical tasks.
- 211 Pupils' investigative and problem solving skills are good and they are able to explain the strategies used. They use IT very effectively to enhance their thinking and problem solving skills.
- 212 Pupils show a good understanding of work related to probability through practical activities. Most understand that the probability of any event lies between impossibility and certainty, and use a probability scale of 0 to 1 correctly.

Shortcomings

- 213 The skills of some KS2 pupils in data handling are underdeveloped.

Science

Key stage 1: Grade 3: Good features outweigh shortcomings

Key stage 2: Grade 2: Good features and no important shortcomings

Good features

- 214 Pupils in Y1 have a very good understanding of 'fair testing'. They identify what needs to be kept constant, make realistic predictions and record their results accurately. Their conclusions are consistent with their results.
- 215 By the end of KS2, pupils have well developed problem solving skills. They recognise variables, measure accurately and use repeated measurements for improved accuracy.
- 216 By the end of KS1, pupils have a good understanding of living processes. They name the major parts of a green plant and the stages in the life cycle of animals, such as the frog. Pupils in KS1 know that animals adapt to their habitats and they sort animals into groups depending on their external characteristics.
- 217 By the end of Y6, pupils have a good understanding of a range of life systems. They know, for example, the function of the heart and that heart beats increase during exercise in order to supply the muscles with extra oxygen. Y6 pupils name the stages in the life cycle of a plant and relate parts of the flower to the function they perform.

- 218 Pupils in KS1 sort materials into groups using different criteria, such as hardness and smoothness. They know that the properties of materials determines their uses, such as plastic can be used for keeping things dry because it is waterproof. More able pupils know that materials change on being heated and that some of these changes are reversible, such as when chocolate is heated and cooled.
- 219 By the end of KS2, pupils know that the properties of materials can be used to separate mixtures. They know that materials can exist in three forms and that heating results in a change of state. They recognise that some changes are reversible, such as water to steam, whilst others, such as burning, are not.
- 220 By the end of Y2, pupils separate materials based on their magnetic properties. They know that some metals are attracted to magnets whilst paper and textiles are not.
- 221 By the end of Y6, pupils know that a complete electrical circuit is required for a bulb to light. They use conventional notation when drawing their circuits. Pupils are aware of some of the contributions of Newton and Galileo to science. They know that the earth circles the sun and how day and night and the seasons of the year occur.
- 222 Pupils in both key stages use their IT skills well, to record their results and to find information. Pupils' knowledge and understanding are further enhanced by visits, such as to the locality and further afield.

Shortcomings

- 223 Pupils in Y2 have limited knowledge and understanding of scientific enquiry and their investigative and problem solving skills are underdeveloped.

Geography

Key stage 1: Grade 2: Good features and no important shortcomings

Key stage 2: Grade 3: Good features outweigh shortcomings

Good features

- 224 In KS1, pupils develop their understanding of places well. They recognise some of the physical and human features in their locality starting with the school, local village and move further afield to the Pembroke main street. They make good use of appropriate vocabulary and terminology.
- 225 Pupils are familiar with observing and collecting evidence during fieldwork by arranging to take photographs using a digital camera in order to identify key features around the school and the village. Their understanding is further enhanced by developing their creative skills through painting murals and the sustained use of 'Henry the Hedgehog' the cuddly toy as he visits different locations while on 'holiday' or 'sleep over' with different pupils.

- 226 Pupils are very aware of the need to care for the environment and of the importance of recycling. They use IT well to develop further their understanding using appropriate simulation computer programmes. Through practical activities, and particularly with a programmable robot, their awareness of direction and thinking skills are developing appropriately.
- 227 In KS2, pupils identify the positive and negative effects that tourism is having on the county of Pembroke. Pupils develop their research skills well using secondary sources, such as books, purposefully and communicate their ideas and opinions well.
- 228 Pupils have a good understanding of local environmental issues and identify ways people affect the environment and economic issues related to proposed developments. They recognise that people have different views and this is reflected in their class debate between 'supporters' and 'protestors' against a new refinery. Environmental issues are further developed in upper KS2 through studying the impact of the 'Sea Empress' disaster and the importance of conservation.
- 229 Pupils' geographical enquiry skills are developed using instruments to make weather measurements. IT is used to gain access to additional information on the Internet relating to weather and this is used to produce their own forecasts. Older pupils use and extend their geographical vocabulary while studying climate zones. They begin to analyse evidence and draw conclusions using secondary sources and data based on rainfall and temperature.
- 230 Pupils are developing their knowledge and understanding of life in a developing country while studying St Lucia. They compare the similarities and differences in human and physical features with that of their own locality.

Shortcomings

- 231 There is currently a lack of development in upper KS2 pupils' mapping skills. Pupils lack confidence when using co-ordinates, four figure references and using longitude and latitude to locate places.
- 232 In KS2, pupils do not make sufficiently detailed comparisons between contrasting areas.

Physical education

Key stage 1: Grade 2: Good features and no important shortcomings

Key stage 2: Grade 2: Good features and no important shortcomings
Good features

- 233 By the end of KS1, pupils undertake their activities confidently and competently. They recognise and follow rules in a game situation and co-operate well in small groups.

- 234 Pupils in KS1 improve their performances through practising their skills and carefully observe each other in order to refine their activities. They have good hand-eye co-ordination, and most catch and throw with a reasonable degree of accuracy.
- 235 Pupils in Y2 recognise the need for stretch and warm-up activities before engaging in exercise as a means of avoiding muscle damage.
- 236 By the end of KS2, pupils practice in order to consolidate and increase their range of skills. They respond well to challenges with improved performances.
- 237 Pupils in Y6 cope well with varying physical demands and link a series of activities into a logical sequence, as when undertaking a fitness activity. They increasingly analyse their own and other pupils' performances. These pupils know and can explain the reasons for the short-term effects of exercise on the body.
- 238 In discussion, pupils reported on their gymnastic activities that involved floor exercises and the use of small equipment. Whilst no gymnastic activities were planned for this term, video recordings of pupils' work showed good standards.
- 239 Pupils in both key stages know the importance of exercise as part of a healthy life style. All pupils partake in a wide range of games activities incorporating both boys and girls in team games.

Shortcomings

- 240 There are no important shortcomings.

Religious education

Key stage 1: Grade 2: Good features and no important shortcomings

Key stage 2: Grade 3: Good features outweigh shortcomings

Good features

- 241 In Key Stage 1, pupils express their feelings and thoughts with confidence, referring in particular to what they can do to look after the world, God's creation. They clearly identify what they should and shouldn't do and know the importance of all people working together to look after God's world.
- 242 Pupils talk comfortably with peers and adults about aspects of their own lives that are important to them. They are beginning to ask questions about their own experiences, showing a developing sense of understanding of right and wrong. They are well informed about a range of Biblical stories and are beginning to apply key messages from them in their class discussions.
- 243 Upper Key Stage 1 and lower Key Stage 2 pupils know that Christians worship in a church. They recognise different parts of the church and the associated artefacts. Their experience has been further enhanced following their visit to the local church.

- 244 Pupils have a good understanding of the Jewish religion and recognise different parts of the synagogue. They talk enthusiastically about their recent visit to the synagogue in Swansea where their understanding of the Jewish faith and customs as practiced in Wales was greatly enhanced. Their experiences are further enriched by a relevant collection of artefacts and practical creative work based on the stained glass windows in both the local church and the synagogue.
- 245 Key Stage 2 pupils show a good awareness of the Hindu religion and of the rituals related to the Divali celebration. This is further enhanced by developing their creative skills through a strong link between art and religion.
- 246 Older pupils know the story of Rama and Sita. They develop their communication skills well through role-playing the story. Their experiences are further enhanced by practical creative work based on rangoli patterns. They present information about the importance of religious practices and celebrations well through the use of IT.
- 247 Pupils know that pilgrimages are religious journeys and most show an understanding of how and why believers celebrate their faith. Many explain why people go on pilgrimages within the Christian and Islamic faiths. Their understanding of the importance of Lourdes to Catholics was enhanced by the visit of the local priest.

Shortcomings

- 248 Upper KS2 pupils do not succeed, with sufficient regularity, in recording issues in depth and there are few examples of extended writing on religious themes.
- 249 Pupils' first hand knowledge of places of worship is under developed in upper KS2.

School's response to the inspection

The staff and governors of Orierton Community Primary are delighted with the summary that we are a good and popular school where pupils feel safe, are well cared for, the pupils achieve well, and that we give good value for money.

The recognition that the positive leadership and vision provided by the headteacher coordinates the efforts of the teaching staff, support staff and the governors effectively, giving the school's work a sense of direction and promoting high standards, is also pleasing. The school is also proud that pupils' standards of achievement in lessons and the quality of teaching are above the Welsh Assembly Government's targets for 2007.

The school has continued to maintain good standards since the last Inspection and 'dramatic' progress has been made in improving the provision for Early Years, which is now a strength of the school. The school's provision for developing pupils' knowledge and understanding of the culture and heritage of Wales has improved and is now 'very good'. The school is making a 'very good' attempt to develop bilingualism with pupils' development of bilingual skills being given prominence. The school's partnerships with parents and the local community continue to be recognised as 'very good' and that we also have 'good arrangements' that encourage and enable learners to be healthy.

The Inspection team also noted that an outstanding feature of the school was the use all pupils made of their IT skills across the curriculum, with the ratio of pupils to computers being described as 'excellent'. Also noted was the very good use we made of staff expertise, especially relating to IT and creative skills, the school being very committed to supporting the development of all staff.

To further our development, staff and governors will address the recommendations and draw up an action plan following the report, which will be detailed and comprehensive and address all the recommendations. They are raising pupils' standards of achievement in science in Key Stage 1 and geography and religious education in Key Stage 2; developing the outside learning area in the Early Years; improving the school's self-evaluation arrangements to take account of the views of parents and pupils and the inclusion of more measurable success criteria in the S.D.P.

A copy of the school's action plan in response to the inspection's recommendations will be sent to all parents. Future governors' annual reports to parents will report on the progress we are making on the recommendations.

Appendix 1

Basic information about the school

Name of school	Orierton C.P. School
School type	Nursery and Primary
Age-range of pupils	3 - 11
Address of school	Hundleton Pembroke Pembrokeshire
Postcode	SA71 5RD
Telephone number	01646 683531

Headteacher	Mr Mark R Owen
Date of appointment	1988
Chair of governors/ Appropriate authority	Cllr John Allen-Mirehouse
Registered inspector	Mr Maldwyn Ellis Pryse
Dates of inspection	26 - 28 June 2007

Appendix 2

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	5	9	7	8	10	8	8	13	68

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	3	1	3.5

Staffing information	
Pupil: teacher (fte) ratio (excluding Nursery and special classes)	20.6:1
Pupil: adult (fte) ratio in Nursery classes	9:1
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding Nursery and special classes	20.6:1
Teacher (fte): class ratio	1.16:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Spring 07	98.18	92.95	95.58%
Autumn 06	94.05	96.58	96.6%
Summer 06	85.54	88.42	94.63%

Percentage of pupils entitled to free school meals	16%
Number of pupils excluded during 12 months prior to inspection	1

Appendix 3

National Curriculum Assessment Results

End of key stage 1:

National Curriculum Assessment KS1 Results 2007	Number of pupils in Y2	9
As the number of pupils eligible for assessment at the end of key stage 1 was greater than four but fewer than 10, overall performance indicators only are included		

Percentage of pupils attaining at least level 2 in mathematics, science, and either English or Welsh (first language)			
by teacher assessment		by test	
In the school	88%	In the school	N/A
In Wales	81%	In Wales	N/A

2006 is the latest year for which national comparative data is available

National Curriculum Assessment Results

End of key stage 2:

National Curriculum Assessment KS2 Results 2007						Number of pupils in Y6		13			
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School							7	54	39
		National				1	1	4	16	48	30
Mathematics	Teacher assessment	School								77	23
		National				1	1	3	14	48	33
Science	Teacher assessment	School							15	46	39
		National				1	0	2	12	52	34

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by teacher assessment		by test	
In the school	85%	In the school	N/A
In Wales	74%	In Wales	N/A

2006 is the latest year for which national comparative data is available

- D Pupils who are exempted 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 4

Evidence base of the inspection

Three inspectors spent a total of six inspection days at the school. A team meeting was held prior to the inspection.

The headteacher was the nominee.

The inspectors spent time in:

- twenty-four lessons or part-sessions;
- every class;
- acts of collective worship;
- a school council meeting; and
- a range of extra-curricular activities.

Members of the team held meetings with:

- staff, governors and parents before the inspection; and
- senior management, teachers, other members of staff and groups of pupils, during the inspection.

The team examined:

- the school's self-evaluation document;
- twenty questionnaires completed by parents;
- comprehensive documents prepared by the school before and during the inspection;
- a wide range of current and previous work completed by pupils; and
- the school's 'Investors in People' assessment report.

The inspection team held meetings with the staff and governors after the inspection.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Maldwyn E Pryse Registered Inspector	Context Summary and Recommendations Key questions 1, 5, 6 and 7 Mathematics, geography and religious education
Mr Eifion R Morgan Team Inspector	Key questions 2, 3, and 4 Early Years, science and physical education.
Mrs Charlotte Roberson Lay Inspector	Contributions to Key questions 1, 3, 4 and 7.
Mr Mark R Owen Headteacher / Nominee	Contributions to discussions

Acknowledgement

The inspection team would like to thank the governors, the headteacher, all the staff and pupils for the co-operation and courtesy shown during the inspection.

Contractor:

Lincolnshire Inspection Team,
37 Park Drive,
Grimsby,
N E Lincs,
DN320EG