

INSPECTION UNDER SECTION 10 OF
SCHOOL INSPECTIONS ACT, 1996

PEMBROKE DOCK
COMMUNITY PRIMARY SCHOOL

Bush Street
Pembroke Dock
Pembrokeshire, SA72 6HL

School Number: 668/2386

Date of Inspection: 2nd – 6th February, 2004

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REGISTERED INSPECTOR: WO50/17562

11th March, 2004

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CURRICULUM NOMENCLATURE AND KEY STAGES

A new nomenclature to describe pupils' progress through school was introduced in 1989. This system of numbering year-groups from the start of compulsory schooling to the age of eighteen is intended to ease communication among schools, governing bodies, parents and local education authorities and to emphasise the importance of continuity.

The term "reception" is applied to the year-group of pupils in a primary school (not a nursery class) who attain the age of five during the academic year. "Year 1" (Y1) is applied to the year-group of pupils who attain the age of six during the academic year and so on to Y13 — the year-group who attain the age of eighteen during the academic year.

	R	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Years	4-5	5-6	6-7	7-8	8-9	9-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18

Key Stage 1 of the National Curriculum consists of Y1 and Y2; Key Stage 2 of Y3 to Y6; Key Stage 3 of Y7 to Y9; Key Stage 4 of Y10 and Y11 (which is the final year of compulsory education).

GRADE DESCRIPTIONS

The following five-point grading scale is used to represent the main judgments in the report:

1. **Very good** : many good features, some of them outstanding
2. **Good** : good features and no major shortcomings
3. **Satisfactory** : good features outweigh shortcomings
4. **Unsatisfactory** : some satisfactory work but shortcomings in important areas
5. **Poor** : many shortcomings.

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1. CONTEXT

The School and its Priorities

Pembroke Dock Community Primary School is accommodated in new purpose-built premises a relatively short distance from the centre of the town. The facilities are of exceptionally high quality and have been very well planned and designed. Provision also includes a modern, well-resourced centre for autistic children. The new building, opened in 2001, was the first school in Wales to be constructed under the private-finance initiative.

Currently, the school has a total roll of 545 pupils aged three to eleven years, including sixty-five nursery children, fifteen of whom attend on a full-time basis. Numbers have increased considerably over the past four years.

In general terms, almost the entire area served by the school can be described as economically disadvantaged. Free school meals are received by some 39% of pupils, a high figure in comparison with the national average for Wales.

The annual intake covers the full ability range, although there are many relatively disadvantaged pupils. 145 pupils have some form of special educational need, including forty-one for whom formal statements have been made.

English is the sole or predominant home language for all pupils. No pupil comes from a Welsh-speaking home. A small number come from an ethnic-minority family.

The headteacher, staff and governors have a clear vision for the school, which they have summarised as follows:

The Governors of the School and its teachers are aiming to create a secure, stable and stimulating environment which encourages, praises and rewards each step in a pupil's development. Through frequent adult and pupil interactions, structured learning programmes and individual pupil's targets, we strive to empower our pupils to achieve success, improve their standard of work and develop socially, morally, spiritually and culturally.

Through a rigorous self-review and evaluation process, the School prioritises for development certain issues. These become the main focus for the use of the monies made available to the School. They are evaluated through the targets set for their development and are reviewed by the Governing Body of the School. The educational focus within the academic year 2003/04 targets the identified development areas within the National Curriculum Subjects and looks at teaching and learning in Key Stage 1 as preparation for the National Assembly's Foundation Phase.

We endeavour to involve our parents fully in the learning process of their child, in the activities of the School, and, together, aim to involve the School in the life of the Community.

No changes have been made to the type or age-range of the school since its amalgamation with Pembroke Dock Nursery School in January, 2001, and its move to its new premises in September of that year. The present headteacher has been in post since April, 1992.

The school was last inspected in June, 1998.

2. MAIN FINDINGS

The Main Findings of the Report

This is a very good school, with many outstanding features, particularly in leadership, management, teaching and community links. Standards are also exceptionally high in other areas, including the support, guidance and social inclusion of pupils, and provision for children with special educational needs. Staff are highly motivated, conscientious, competent and dedicated.

Educational Standards Achieved by Pupils

- During the inspection, standards of educational achievement were satisfactory or better in all of the lessons seen, including 50% where they were good and 34% where they were very good.
- Educational provision for children under five years of age successfully promotes the desirable outcomes for learning and is of very good quality. Standards achieved in the six areas of learning are currently the following:

Area of Learning	Nursery	Reception
Language, Literacy and Communication Skills	Good	Good
Personal and Social Development	Very Good	Very Good
Mathematical Development	Good	Good
Knowledge and Understanding of the World	Good	Good
Physical Development	Very Good	Very Good
Creative Development	Good	Good

- Standards achieved by pupils at Key Stages 1 and 2 are shown below:

Subject	KS1	KS2
English	Satisfactory	Good
Mathematics	Satisfactory	Good
Science	Good	Good
Welsh (as a second language)	Good	Good
Design and Technology	Very Good	Very Good
Information Technology	Very Good	Very Good
History	Very Good	Very Good
Geography	Good	Good
Art	Good	Good
Music	Very Good	Very Good
Physical Education	Good	Good
Religious Education	Very Good	Very Good

- There are also some very good aspects to work in art at both key stages.

- Progress is very good overall, given pupils' general levels of attainment on entering the school.
- National Curriculum test and assessment results show steady improvement, although standards, in general, are currently below national and local averages at the end of Key Stage 1. Test results at Key Stage 2 are very good when compared with schools of a similar socio-economic background and are similar to the national average when compared with schools in Wales as a whole. Boys perform slightly better than girls.
- In applying their key skills across the curriculum, pupils achieve good standards in reading, and very good standards in speaking, listening, writing, number, and information and communications technology.

Ethos of the School

- Very good provision is made for the spiritual, moral, social and cultural development of pupils, including the *cwricwlwm Cymreig*.
- Standards of behaviour and attitudes are very good in all classes. The school is a serene environment in which pupils learn to work and play harmoniously with each other.
- Attendance and punctuality are satisfactory overall.

Quality of Education

- During the inspection, the quality of teaching was satisfactory in approximately 10% of the lessons observed, good in 48% and very good in 42%. No unsatisfactory teaching was observed in any class. The percentage of good or very good teaching (90%) is a very high figure compared with the vast majority of schools.
- Procedures for assessing, recording and reporting on pupils' work are consistently very good throughout the school.
- The curriculum is very good at both key stages and fully complies with statutory requirements. Children under five years of age receive a wealth of appropriate experiences. Provision for social inclusion is very good and ensures equality of access and opportunity for all pupils. Very good provision is also made for pupils for whom the National Curriculum is modified or disapplied.
- The quality of educational support and guidance is very good and is based on individual assessment and high, but realistic, expectations of pupils. Pupils throughout the school work and play in a caring, supportive environment where they feel safe and secure. The headteacher and staff have established a climate where adults and pupils exhibit respect for each other and where the uniqueness of each child is valued and nurtured.
- Exemplary provision is made for pupils with special educational needs in both the

main school and the autistic centre.

- A very good partnership has been developed with parents, the local community, and other schools and institutions.
- The quality of information provided for parents is outstanding. Parents are kept very well informed about the life and work of the school through regular newsletters, an informative annual report by the governing body, and regular meetings with teachers to discuss children's work and progress. In addition to a well-produced and comprehensive prospectus, all parents are given a video cassette of the work of the school. Additional brochures are also available on special educational needs, the early-years unit and the autistic centre.
- The school is at the heart of the local community and greatly valued by the people it serves. It works closely with Bush Estate Family Centre to help children and parents and, as part of its commitment to 'life-long learning', supports a pre-school playgroup, a breakfast club and an after-school club. It also offers a variety of training courses for parents and the community, in partnership with Pembrokeshire College. The headteacher personally undertakes a leading role in many community projects.
- Valuable links with business and commerce enrich work across the curriculum. Local business, industry and commerce provide very good support to the school and view it in a very positive light.

Management

- Very good procedures are in place to enable the school to evaluate its own work and to plan for improvement.
- Leadership and efficiency are exemplary and of an exceptionally high standard. The headteacher has a very clear vision for the school and places strong emphasis on high standards and the total inclusion of all pupils. Much effort is also devoted to making the school a focus for community education. Total dedication and commitment ensure that aims are largely fulfilled.
- Curriculum co-ordinators work to a common framework and follow consistent procedures in tracking progress and monitoring standards of achievement. Regular meetings provide an effective forum for discussing planning, teaching strategies and the development of the curriculum.
- The school governors are highly committed and work closely with the headteacher, regularly receiving reports on the life and work of the school and visiting other schools to observe practices and procedures. Regular committee meetings help to ensure that due attention is paid to issues and problems. Statutory duties are well performed.
- Strong emphasis is placed on proper financial control and achieving best value for money.

- Very good support is received from the administrative staff, who make a significant contribution to the smooth, efficient day-to-day running of the school.
- Staffing, accommodation and learning resources are of an exceptionally high standard and very well used to support pupils' learning. The building is well maintained and kept spotlessly clean. Very good use is made of the school's purpose-built facilities for design and technology, information technology, music and art, with beneficial effects on achievements in these subjects. An interactive whiteboard has been installed in each classroom.
- At present, the school has no library for pupils at Key Stage 2. The governing body is aware of the situation and has plans to provide such a facility in the near future.

Progress since the Last Inspection

- Very good progress has been made in dealing with the key issues identified during the last inspection.

Overall, the school provides exceptionally good value for money.

3.1 Standards Achieved in Subjects and Areas of Learning

During the inspection, standards of educational achievement were satisfactory or better in all of the lessons seen, including 50% where they were good and 34% where they were very good.

- Nursery and reception children achieve good standards overall in language, literacy and communication skills; mathematical development; knowledge and understanding of the world; and creative development; and very good standards in personal and social development, and physical development.
- At Key Stage 1, standards are satisfactory overall in English and mathematics; good in science, Welsh, geography, art and physical education; and very good in design and technology, information technology, history, music and religious education.
- Standards at Key Stage 2 are good in English, mathematics, science, Welsh, geography, art, and physical education; and very good in design and technology, information technology, history, music and religious education.
- There are also some very good aspects to work in art at both key stages.
- Progress is very good overall, given pupils' general levels of attainment on entering the school.
- National Curriculum test and assessment results show steady improvement, although standards, in general, are currently below national and local averages at the end of Key Stage 1. Test results at Key Stage 2 are very good when compared with schools of a similar socio-economic background and are similar to the national average when

compared with schools in Wales as a whole. Boys perform slightly better than girls.

3.2 Standards Achieved in Key Skills across the Curriculum

In applying their key skills across the curriculum, pupils achieve good standards in reading, and very good standards in speaking, listening, writing, number, and information and communications technology.

- Strong emphasis is placed on the development of key skills throughout the school, with work in this area forming the basis for all planning, teaching and assessment.
- Speaking skills are very well developed. Pupils confidently communicate with a range of audiences, both large and small, and are articulate and clearly spoken. Regular opportunities are provided for group work and self-evaluation.
- Pupils listen attentively to instructions, guidance and questioning, and carry out tasks sensibly and competently. The application of listening skills across the curriculum is one of the many strengths of the school.
- At Key Stage 1, well-structured support ensures that pupils of all abilities make steady progress in reading and apply their skills effectively in all areas of the curriculum. Skills are very well applied at Key Stage 2, where they make a major contribution to pupils' good standards of achievement. Much enjoyment is gained from reading books at every level.
- Extensive writing takes place in subjects across the curriculum. Skills are very well applied in this area.
- Number skills are very well developed and fully applied in different subjects. Strong emphasis on mental agility produces benefits across the curriculum.
- Very good use is made of information and communications technology to enhance teaching and learning in all subjects. Opportunities to apply skills are very well planned and form an integral part of daily work throughout the school. Standards in this area are exceptionally high.

4. ETHOS OF THE SCHOOL

4.1 Pupils' Spiritual, Moral, Social and Cultural Development

Very good provision is made for the spiritual, moral, social and cultural development of pupils.

- Acts of collective worship are based on Christian values and make an effective contribution to the caring ethos of the school. Collective worship takes place each day, either on a class, key-stage or whole-school basis. Assemblies are well-organised

and meaningful occasions where moral and religious values are very well promoted. The musical element of the occasion is very good, with time for quiet reflection as pupils enter the hall.

- Satisfactory arrangements are made for pupils who are withdrawn from collective worship for religious reasons.
- Moral development is very good. Pupils know the difference between right and wrong and respond positively to the many opportunities to reflect on the values of citizenship and the community. Pupils help those less fortunate than themselves and regularly raise money for charities. They display respect for people, property and their environment.
- Relationships between pupils and teachers, and amongst pupils themselves, are positive, friendly and supportive. Social development is very good. Teachers and all other adults connected with the school set good examples in the constructive way they work, both with pupils and each other. Pupils generally work and play harmoniously together and develop good social skills. Many make valuable contributions to the social fabric of the school, particularly through the School Council. There are also opportunities to display responsibility and initiative through activities such as running the school fruit shops.
- Pupils respond very well to the values of tolerance, equality and inclusion that are well promoted by the school. They also care for and are sensitive to the special needs of other pupils and learn important lessons from the practice of including pupils in the autistic unit within the general life of the school.
- Cultural development is very good. The *cwricwlwm Cymreig* is a strong feature of the school, and visits to places of interest in the locality and further afield reinforce pupils' awareness of their heritage and culture. Appropriate emphasis is placed on helping pupils to develop an understanding of the diversity of cultures and encouraging them to respect the beliefs of others, in their own country and beyond.
- Weekly merit assemblies are well used to celebrate positive attitudes to work and acts of kindness and consideration. Pupils value this recognition and demonstrate genuine delight in each other's achievements.
- Pupils respond positively to the provision that the school makes in this area

4.2 Behaviour and Attitudes

Standards of behaviour and attitudes are very good throughout the school.

- A very clear policy has been drawn up on behaviour.
- From the time they enter the school, pupils acquire very good routines which teach them how to behave well in the classroom, dining hall and playground.

- In the classroom, pupils are very attentive and industrious. They listen very well to their teachers and carry out instructions quickly and quietly, with a very positive effect on standards.
- Relationships between pupils, and between staff and pupils, are very good. Staff value pupils' contributions and take appropriate opportunities to bolster their confidence and self-esteem.
- Lunch times are conducted in a very friendly atmosphere, with pupils having ample opportunities to improve their social skills. In the playground, pupils of all ages play happily together.
- The school is a serene environment in which pupils learn to work and play harmoniously with each other.
- Very good procedures are in place to deal with any breach of discipline or of the school's code of conduct.
- The school's policy on bullying states that physical, verbal or emotional bullying is not tolerated, with the aim of prevention rather than cure.
- All pupils are valued as individuals, and the importance of self-discipline is emphasised. There have been no exclusions over the past three years.
- Parents are very satisfied with the standards of behaviour and the discipline set by the school.
- No inappropriate conduct of any kind was observed during the inspection.
- During the inspection, pupils were exceptionally polite to visitors and all readily engaged in conversation.

4.3 Attendance

Attendance and punctuality are satisfactory overall.

- Rates of attendance for the past three terms average 90%. Unauthorised absence is minimal.
- Despite the best efforts of the school, a minority of pupils arrive late for the start of the school day.
- Registration is conducted efficiently and in accordance with statutory requirements. Registration sessions and lessons start promptly.
- The headteacher carefully monitors attendance and punctuality. Effective procedures

are in place to encourage good attendance, to ensure adequate explanations for absence and to follow up situations where necessary.

- A proportion of the school's population is transient, which adversely affects overall rates of attendance. A significant number of traveller children are absent for considerable periods during the school year. The school correctly keeps their names on the register but their absence accounts for almost 3% of the total rate.
- The school has identified a 'target' group of pupils whose attendance gives the greatest cause for concern. With very efficient monitoring and follow-up systems in place, the attendance rates for pupils in this group are improving significantly.
- The school has set itself the objective of achieving 93% whole-school attendance during the present academic year. Improvements in the attendance of the 'target' group of pupils suggest that the school is well placed to achieve this figure.
- The governing body is rightly concerned about the number of parents who take their children on holiday during term time. This has an adverse effect on the continuity of pupils' formal education and on overall rates of attendance for the school. This was particularly evident during the summer term of 2003 when attendance rates fell below satisfactory levels.
- Parents are supportive in advising the school, by telephone and letter, of the reasons for their children's absences.
- Regular and effective liaison takes place with the pupil-support officer from the education welfare service.
- The school complies fully with the attendance requirements of Circular 3/99 of the National Assembly for Wales: *Pupil Support and Social Inclusion*.

5. QUALITY OF EDUCATION

5.1 Teaching

During the inspection, the quality of teaching was satisfactory in approximately 10% of the lessons observed, good in 48% and very good in 42%. No unsatisfactory teaching was observed in any class.

- The high quality of teaching is a major strength of the school. Roughly 90% is good or better, which is a very high figure compared with the vast majority of schools.
- All members of staff have high expectations of pupils and base their work firmly on the skills needed for maximum progress in learning.
- Clear guidelines are in place for every subject.

- Lesson plans contain appropriate aims and objectives and take proper account of pupils' differing needs and abilities. Due emphasis is placed on specific time targets to secure a good balance between discussion, tasks and opportunities for plenary sessions.
- Most lessons proceed at a brisk pace, with targets shared and understood by pupils. Work in groups and pairs encourages an investigative approach and effectively promotes independent learning. Time is set aside at the end of sessions to discuss results and ideas, and to consolidate understanding.
- Teachers made good use of the school's excellent resources. An interactive whiteboard in each classroom captures pupils' interest and attention. Regular use is made of computers to support learning in each area of the curriculum.
- Money is well spent on the employment of specialist teachers in areas such as design and technology, information technology, Welsh, art and music. Teachers' expert knowledge and skills in these areas make a major contribution to the quality of learning and the standards of achievement of pupils.
- A very good contribution is also made by the school's thirty-seven nursery nurses and learning-support assistants, who provide unobtrusive support and encouragement to pupils both as groups and individuals.
- Effective planning between support staff and teachers ensures smooth working patterns and routines, particularly in the unit for children under five years of age.
- Teachers and pupils show a high level of respect for each other. Relationships are very good in all classes. Pupils are happy and secure, and approach adults with trust and confidence. Staff respond well and are sensitive in their interventions to support and encourage learning.
- In the 10% of lessons where teaching is simply satisfactory, many of the above features are present, although there are deficiencies such as a slower pace, insufficient time for the completion of tasks, and too little emphasis on the review and consolidation of learning. Carpet sessions are sometimes too long for the youngest children.

5.2 Assessment, Recording and Reporting

Procedures for assessing, recording and reporting on pupils' work are consistently very good throughout the school.

- The school has drawn up National Curriculum skills levels for each subject and conducts an audit in January and February each year. Science was amongst the subjects audited during the inspection.
- In this way, the school has devised a very good, unobtrusive system that accurately informs teachers of the standards pupils achieve as they move through the school.

Very good use is made of information and communications technology to record, monitor and analyse progress.

- Test results for each child are recorded electronically and analysed through a programme devised by the school and accessible to individual teachers. The headteacher collates the results, which are then analysed by subject co-ordinators to guide arrangements for setting and the differentiation of work. Very good use is made of the information.
- Assessment is well used from nursery level onwards to track the progress of individual children and to ensure that experiences are properly matched to their needs.
- A baseline profile is drawn up of each child's attainments in the reception class and again in Year 1. At each stage of the pupil's life in the school, assessment is thorough, robust, and well used to guide teaching and learning.
- Progress is continuously and systematically assessed following the school's assessment schedule at both key stages. Reading, spelling and phonic knowledge are tested at Key Stage 1, together with skills in the core subjects of English, mathematics and science. Information is recorded in pupils' profiles, together with the results of verbal reasoning tests.
- At Key Stage 2, the results of a similar batch of tests are recorded electronically and incorporated in profiles for selected pupils. In Year 6, profiles are prepared for all pupils transferring to secondary education at the end of the year. These profiles are very detailed and provide a very good picture of pupils' achievements during their time in the school.
- Records are exemplary and contain details of cohort achievement over a three-year period, from which the school analyses trends in each subject. Over the last three years, there has been a steadily-rising trend in standards in both the core and foundation subjects.
- Pupils at Key Stage 2 are fully aware of the National Curriculum skills levels taught in each lesson and apply self-evaluation effectively during plenary sessions. In general, they know what they are aiming for and whether they have attained the correct level.
- Many pupils with special educational needs are identified before entry to the school, and very good procedures are in place to identify other special needs as they occur. The special-educational-needs co-ordinator assesses pupils during the identification process and thereafter monitors progress. Assessment is accurate and very good. Outside agencies are fully involved when needed.
- School portfolios of moderated work in English, mathematics and science help to ensure that pupils achieve good standards and match the performance levels obtained during the audit of National Curriculum skills.
- The quality of marking is generally good. Much of the feedback to pupils is during

plenary sessions when they are encouraged to reflect on their own performance against the skills focus for that lesson. The quality of these sessions is very good.

- Two formal meetings are held each year to enable parents to discuss their children's progress with teachers. The school welcomes parents at any other time throughout the year to talk about any concerns they might wish to express.
- Annual reports are personal to each child and illustrate what each pupil has achieved and what each needs to learn to make further progress. Good use is made of information technology to personalise reports with photographs.

5.3 Curriculum

The curriculum is very good and fully complies with statutory requirements.

- The school provides pupils with a broad, balanced and relevant curriculum that includes all National Curriculum subjects and religious education.
- The curriculum for the children under five years of age is of very good quality and successfully promotes the desirable outcomes for learning. A wide range of experiences is provided in the six areas of learning.
- The school has a clear rationale for the allocation of time to individual subjects, which ensures breadth and balance in the curriculum. Suitable emphasis is placed on literacy and number skills. Setting arrangements in English, mathematics, science and Welsh are effective in helping to ensure that work is well matched to individual needs.
- Policies and schemes of work are of very good quality for all curriculum areas. Within the schemes, there are references to aims and learning objectives, assessment opportunities and resources. There is a separate policy for the *cwricwlwm Cymreig* and personal and social education. All staff have a clear view of how the curriculum is to be organised and taught, and work hard to ensure equality of opportunity for all pupils.
- Teachers' medium and long-term planning is very good. Short-term planning is also of high quality, with teachers planning together to ensure parity of experience for pupils in parallel-age classes. Planning consistently promotes clear progress and continuity in learning.
- The quality of whole-school planning for the development of key skills is very good. Key skills are the basis of learning in all areas of the curriculum, and pupils are aware of the skills they need to acquire. Planning is monitored by the headteacher, key-skills co-ordinators and subject co-ordinators to ensure consistent progress across the two key stages.
- Pupils with special educational needs are purposefully supported and given a curriculum of very good quality. Planning takes due account of the needs of pupils

learning English as an additional language.

- Regular homework supports the work pupils undertake in school.
- Very good arrangements are made for personal and social education, which is delivered as a discrete subject across the school. A comprehensive scheme of work follows guidance issued by the Qualifications, Curriculum and Assessment Authority for Wales. The programme contains imaginative activities which make pupils think about areas such as personal, family and community responsibilities, and citizenship and sustainable development. The School Council is well used as a vehicle for the discussion of issues and helps to make pupils aware of their responsibilities as citizens.
- A wide range of well-planned visits to places of interest expands and enriches the curriculum. The school provides a variety of extracurricular activities including football, rugby, netball, swimming, dragon sports and a range of school clubs, all of which are of considerable benefit to pupils.
- The provision for social inclusion is very good and ensures equality of access and opportunity for all pupils. Very good provision is also made for pupils for whom the National Curriculum is modified or disapplied.

5.4 Support, Guidance and Pupils' Welfare

Very good provision is made for the support, guidance and welfare of pupils.

- Pupils throughout the school work and play in a caring, supportive environment where they feel safe and secure. The headteacher and staff have established a climate where adults and pupils exhibit respect for each other and where the uniqueness of each child is valued and nurtured.
- Pupils readily turn to adults for help and support, and are listened to and treated with respect. Very good relationships between staff and pupils underpin the life and work of the school.
- The headteacher and staff know and understand their pupils very well. The quality of educational support and guidance is very good and is based on individual assessment and high, but realistic, expectations of pupils.
- Pupils are given frequent opportunities to assess their own work and progress, and to set their own targets for further improvement.
- Staff clearly identify the individual needs of pupils and effectively monitor and support their personal welfare and social development.
- The school places great importance on personal and social education and has a highly effective programme incorporating aspects of hygiene, health, and personal and emotional well-being. Teachers are skilled at delivering topics with tact and

sensitivity. The introduction of ‘circle time’, as part of the programme, has made a significant contribution to the development of pupils’ self-esteem and confidence.

- Pupils are encouraged to become actively involved in decisions affecting the life of the school. The school council is a good forum where pupils’ ideas, concerns and opinions are sought and considered. The headteacher and staff listen carefully to recommendations and often act upon them. Pupils feel a sense of ownership of their school and respond maturely to their responsibilities on the council.
- A clear policy has been drawn up on child-protection issues. All members of staff are aware of the procedures to be followed. Very good working relationships have been established with social services and other external welfare agencies.
- Pupils are well supervised at break and lunch times. Support staff and midday supervisors make a valuable contribution to the care and welfare of pupils. The presence of the headteacher and senior staff in the dining room and playground during lunch breaks contributes significantly to the care of pupils and the good order that characterises the school.
- The school is actively involved in a health-promoting initiative and encourages pupils to adopt a healthy lifestyle. Fresh fruit is available in the healthy-eating tuck shop each day.
- A comprehensive policy and set of procedures are in place to promote health and safety, including risk assessment. Rigorous monitoring is undertaken by the governing body. Governors have recently reviewed access for disabled people to ensure that all statutory requirements are met.
- The school’s gives high priority to social inclusion and has a very successful policy on equal opportunities. Exemplary work is undertaken in this area.

5.5 Provision for Pupils with Special Educational Needs

Exemplary provision is made for pupils with special educational needs in both the main school and the autistic centre.

Main School

- Approximately, 28% of pupils on roll have been identified as having a special educational need. Roughly 8% are subjects of formal statements. Nine pupils are educated within the autistic centre and the rest are fully included within their year group in mainstream classes.
- Many pupils on the autistic spectrum have been identified before entry to school. Other pupils are identified from the baseline assessment made in the nursery. The procedures used by the school to ensure that children’s needs are identified as early as possible are thorough and accurate.

- The school has a very clear vision for the education of pupils with special needs that it pursues with due care and application.
- Very high-quality support is provided for each pupil. As a result, pupils are fully integrated into classes and groups and make very good progress according to their needs and abilities. All pupils have detailed individual educational programmes that properly cater for their needs.
- Adults working alongside pupils in the classroom are fully involved with the child at all times. Children receive maximum benefit. Thirty-seven support assistants are employed throughout the school to support children with a wide variety of special needs.
- Training for support staff is very well focussed and ensures that they are fully prepared when a new programme is introduced to meet a specific need or when a new pupil is admitted. Eight learning-support assistants are following a degree foundation course at Trinity College, Carmarthen. Funding is provided by the school in conjunction with other training initiatives.
- In addition to academic support, pupils attend sessions in movement such as Stretch and Tone and Tai Chi. Pupils develop good body awareness, high self-esteem and confidence, and an understanding of themselves that contributes very effectively to their overall well-being as learners.
- Relationships between staff and pupils, and amongst pupils themselves, are very good. Children care for each other and have very good awareness of when a friend requires help.
- The majority of pupils have a growing understanding of how their special needs affect their learning in school and talk with clarity about the effectiveness of the learning situation.
- Reviews of individual educational plans are regular, contain full details and lead to the setting of new goals for pupils. Professional reports, provided for the annual review of statements, are very detailed. Parents comment on the progress their children have made and indicate the next steps they see as appropriate. Overall, very good attention is given to the process for reviewing statements.
- A large number of visiting professionals provide very good support, including additional tuition in speech and communication, and music therapy and movement. Classroom assistants follow individual programmes provided by the speech therapist and other healthcare specialists. Work during these sessions reflects pupils' needs as identified in their individual educational plans.
- Pupils make very good progress as a result of additional sessions and from individual support within classes. The level of support is exemplary and enables pupils to join in whole-class discussions and, in the main, to complete the same work as their peers.

- Work is suitably differentiated and very well matched to pupils' needs.
- Six pupils follow a modified curriculum and receive specialist programmes of study which involve information technology, for example, to record work or to develop number skills. Other pupils have access to sign language, Rebus writing symbols and voice-activated communication aids. Very good attention is given to pupils' needs to enable successful access to the curriculum.
- One pupil with very severe communication difficulties is exempted from Welsh.
- Both pupils and parents have the opportunity to determine the targets set in individual educational plans. Parents are kept fully informed of the progress made by their children.
- The school values the advice and assistance it receives from services provided by the local education authority and other external bodies. Appropriate support is given to pupils with sensory impairment, physical difficulties, profound and multiple learning difficulties, behavioural, emotional and social difficulties, and specific learning difficulties.
- The special-educational-needs co-ordinator is conscientious and knowledgeable, and performs her duties very well. Every effort is made to secure the best possible help and support for pupils in a wide variety of ways. She also provides training for all staff, when necessary, and for other schools and the community through a Friday programme of community education arranged by the local education authority and Pembrokeshire College. Her record keeping is meticulous. She has a very good overview of what is going on the school and a good vision for future developments.
- A small number of pupils attend the autistic centre for part of the week. The quality of integration is very good and results in beneficial learning experiences.
- Progress overall is very good.

Autistic Centre

- Currently, nine pupils are taught in the autistic centre. The accommodation is of very high quality and provides the wide range of facilities required to meet the needs of pupils with severe autism.
- Pupils enjoy a light-and-sound room, a soft play centre and a time-out room as well as benefiting from individual distraction-free work-stations where they follow their own individual programmes.
- Four pupils are exempted from the foundation subjects and one from Welsh. Generally, pupils in the centre follow the early-years curriculum (the Desirable Outcomes for Learning) and have access to all six areas of learning. Two pupils follow the full National Curriculum programmes of study. Four pupils have access to the Pre-steps Curriculum that precedes the Desirable Outcomes for Learning. Overall,

pupils have access to a full and interesting curriculum that caters very well for their needs.

- Whilst achievement is well below normal standards for their age, all pupils make very good progress and, over time, a significant number are enabled to move into mainstream education with appropriate support.
- Teaching is of a very high quality and fully meets children's needs. Good use is made of information and communications technology through the interactive whiteboards in each classroom and the light-and-sound rooms. Individual work with a supporting adult ensures that the pupils make appropriate progress in all areas of the curriculum, with some pupils making an early start in reading and writing.
- Pupils enjoy stories and counting rhymes, and most sequence stories correctly and with enthusiasm. Speaking skills are encouraged effectively through these activities. Pupils like to dramatise stories using puppets and generally have sound recall of the main events.
- Additional help from the speech-and-language therapist is very good and, from this highly-structured support, pupils are beginning to develop speaking and talk skills that enable them to listen and respond to teacher talk in a simple way. Overall, most have difficulty with listening and concentration and the production of meaningful language.
- Mathematical development is promoted through the daily timetables, usually in picture form, from which children learn to sequence the days of the week and to complete a simple weather chart. Each pupil is encouraged to participate and many have the confidence to do so.
- Pupils enjoy snack times when they share toast and milk and engage in meaningful social activities with adults. Visitors are made welcome and invited to join in activities.
- Stretch-and-Tone and Tai Chi sessions for pupils and their friends provide exciting opportunities to express feelings and to join in movement activities as a group. Very good specialist teaching and adult support enable pupils to follow instructions, move in time to the music and gain self-awareness. Listening skills are promoted effectively during this time.
- Good attention is given to the development of physical skills through art, writing and other creative activities. During physical education lessons, pupils learn to share, take turns and develop gross motor skills and hand-eye co-ordination. In the main, most achieve well in lessons and make good progress.
- Visits to places of interest, including the local shops, help pupils to develop understanding of the world around them and enhance their ability to communicate with outsiders, albeit in a small way.
- The head of the centre provides calm and effective guidance and, together with the

teacher and supporting adults, provides motivating, meaningful and interesting activities for the pupils.

- Recording of children's achievements is meticulous. Other records are very well kept and form the basis for future planning. Reports to parents are fully detailed and provide very good information about their children's response to the curriculum and their achievement throughout the period of the report.
- All adults know pupils well and form very good relationships with them. Very good support is given to mainstream pupils who spend some of their curriculum time within the centre.

5.6 Partnership with Parents and Community, Schools and Other Institutions

The school is highly successful in its aim of being a true community school and has developed a very good partnership with parents, the local community, and other schools and institutions.

- Parents, in general, are very supportive of the school and appreciate its welcoming nature and the ready access they have to the headteacher and staff. Many are very pleased with the quality of education their children receive within a caring, supportive environment.
- A successful partnership with parents is developed at an early stage. Nursery and reception staff take every opportunity to provide parents with information and opportunities to become involved in their children's education. A useful home-school agreement has been drawn up and distributed to parents.
- The quality of information provided for parents is outstanding. Parents are kept very well informed about the life and work of the school through regular newsletters, an informative annual report by the governing body, and regular meetings with teachers to discuss children's work and progress. In addition to a well-produced and comprehensive prospectus, all parents are given a video cassette of the work of the school. Additional brochures are also available on special educational needs, the early-years unit and the autistic unit.
- A number of parents give freely of their time helping out in the classroom and in raising funds for the school. An active friends' association organises social and fund-raising events, which enhance links with the local community and provide the school with a valuable source of additional income.
- Arrangements for the intake of children into the nursery class are very good and ensure that children settle quickly into their new environment. A pre-school playgroup is run by the school.
- The school enjoys successful working partnerships with other schools in its 'family', including the secondary school to which pupils transfer. Arrangements for the transfer

of pupils are good and ensure that pupils in Year 6 look forward confidently to secondary education. The school is making every effort to enhance curricular, teaching and learning links with the secondary school to ensure the continued progress of pupils as they enter the next stage of education.

- Very successful partnerships have been developed with Trinity College, Carmarthen, and Pembrokeshire College, with the school regularly providing experience for trainee teachers and students undertaking vocational qualifications. Students are well supported by staff and make a positive contribution to the life and work of the school.
- The school is at the heart of the local community and greatly valued by the people it serves. It works closely with Bush Estate Family Centre to help children and parents and, as part of its commitment to 'life-long learning', supports a pre-school playgroup, a breakfast club and an after-school club. It also offers a variety of training courses for parents and the community in partnership with Pembrokeshire College. The headteacher personally undertakes a leading role in many community projects.
- Very good use is made of the community and locality as a learning resource. Educational visits and the expertise of local people make a positive contribution to pupils' learning and standards of achievement in many areas.
- Pupils are proud of their community and regularly support a range of cultural, civic, charitable and environmental initiatives. Evident pleasure is gained from these experiences, and the school is justly proud of its involvement in many highly successful projects.
- Overall, the productive links that the school enjoys with parents, the community, and other schools and institutions have a positive impact on pupils' motivation, standards of achievement, and personal and social development.

5.7 Partnership with Industry

A very good partnership has been formed with industry.

- Partnership with industry is well established throughout the school. Valuable links with business and commerce enrich work across the curriculum.
- Clear procedures are in place to raise the economic and industrial understanding of pupils and to give them insight into the world of work. Industrial links are effectively planned into pupils' learning and form an integral part of the curriculum. Pupils benefit from many rich and stimulating experiences.
- The school has developed a number of very good partnerships with relevant businesses and agencies. The headteacher, in association with the Education Business Partnership, is undertaking an industrial exchange with senior management in British Gas.
- Through visits to a number of industrial, retail and commercial sites within the

locality and further afield, including supermarkets, local shops, an oil refinery, a quarry and fast-food outlet, pupils are gaining first-hand knowledge of different working environments and an understanding of the variety of work undertaken in the area.

- Teachers actively encourage personnel from a variety of professions and occupations to speak to pupils about their work. The contribution of personnel from the emergency services, together with health professionals, has had a positive effect on pupils' learning. Younger pupils, especially, speak with enthusiasm about visitors who contribute to their '*people who help us*' topic.
- Pupils are keenly aware of environmental issues that have an effect upon their school and local community. They are involved in recycling schemes and understand the problems of litter and pollution, and the necessity for water and energy conservation. The school is part of the *eco-schools award scheme* and is justly proud of achieving the *green flag* award and the *bronze sustainable schools* award as recognition of its commitment to conservation and the environment.
- Pupils have a good understanding of their local community and recognise the importance of tourism to the economic prosperity of Pembrokeshire. They have looked closely at the effect a major leisure park and a large quarry have had on the area and have investigated the impact of tourism upon Tenby's population.
- Older pupils run the school's healthy-eating tuck shop, which gives them valuable insight into the running of a successful business.
- The school places a high priority on helping pupils to develop an understanding of the democratic process and the relevance of local and national government. Pupils have visited the Council Chambers and the National Assembly of Wales. The local member of Parliament and assembly member have visited the school and spoken to pupils about their work.
- The flourishing links that the school enjoys with its partner schools in Ireland, Austria, the Czech Republic and Denmark give pupils valuable insight into life and work in contrasting European countries.
- Older pupils' understanding of the work of the emergency services has been enhanced by the school's involvement in the *Crucial Crew* programme. The school has good links with the police and fire service, whose staff are regular visitors to the school.
- Local business, industry and commerce provide very good support to the school and view it in a very positive light.
- The headteacher, staff, governors and co-ordinator for industry links are committed to the continuing development of business excellence through the building of a dynamic partnership with industry. The links already established, many of which are outstanding, contribute greatly to pupils' learning, motivation, self-esteem and standards of achievement.

6. MANAGEMENT

6.1 Quality of Self-Evaluation and Planning for Improvement

Very good procedures are in place to enable the school to evaluate its own work and to plan for improvement.

- The school has developed innovative procedures for evaluating its work that involve staff, governors and pupils. Self-evaluation underpins all plans for further development.
- Comprehensive documentation enables a thorough review to be made of performance, and facilitates regular and precise school-development planning.
- An annual review of standards is undertaken during the spring term each year. Subject co-ordinators collate skills-based assessment data and information relating to personal and social development, which is then processed and analysed on a computer. Very good use is made of the results to identify targets for the school development plan and to guide the future planning of lessons.
- National Curriculum test results are carefully analysed to identify strengths and weaknesses in conjunction with the school's own audit of skills.
- Procedures for monitoring teaching and learning are very good. Staff training needs are properly identified and well documented in the school development plan.
- Self-evaluation is closely related to the school's overall theme of "standards, inclusion and the community".

6.2 Leadership and Efficiency

Leadership and efficiency are exemplary and of an exceptionally high standard.

- The headteacher has a very clear vision for the school and places strong emphasis on high standards and the total inclusion of all pupils. Much effort is also devoted to making the school a focus for community education. Total dedication and commitment ensure that aims are largely fulfilled.
- Relationships are very good at all levels. Pupils are educated in a warm, caring environment, where each individual is valued and respected. Staff are highly conscientious and strongly support the headteacher's philosophy and vision.
- Clear and effective structures have been established for staff development, the monitoring of standards, future developments, and financial control and management.
- Firm procedures are in place to ensure unity and cohesion, which is particularly important given the large size of the school. Curriculum co-ordinators work to a common

framework and follow consistent procedures in tracking progress and monitoring standards of achievement. Regular meetings provide an effective forum for discussing planning, teaching strategies and the development of the curriculum.

- The senior management team has recently been reconstituted to incorporate new members, following the retirement of the deputy headteacher and the long-term absence of a senior member of staff. Scope exists for further development, particularly in the light of new inspection proposals.
- Parents have complete confidence in the school, with evidence indicating that the headteacher provides strong personal support to families when necessary.
- The school governors are highly committed and work closely with the headteacher, regularly receiving reports on the life and work of the school and visiting other schools to observe practices and procedures. Regular committee meetings help to ensure that due attention is paid to issues and problems. Statutory duties are well performed.
- Strong emphasis is placed on proper financial control and achieving best value for money.
- Very good support is received from the administrative staff, who make a significant contribution to the smooth, efficient day-to-day running of the school.

6.3 Staffing, Accommodation and Learning Resources

The quality of staffing, accommodation and learning resources is very good and makes a significant contribution to the standards achieved by the school.

- Sufficient teachers have been appointed to cater for the present number of pupils on roll, with staff effectively deployed throughout the school. Many hold additional qualifications. All are highly conscientious and committed to providing a secure, happy, industrious environment for pupils.
- Arrangements for staff development are very good and well linked to effective performance-management procedures. All teachers are encouraged to undertake further professional development as a tool to enhance teaching and learning and to empower the individual.
- Specialist teachers in music, information technology, art and dance make a very good contribution to the curriculum and to the standards pupils achieve in these subjects.
- Very good arrangements are in place to support and mentor newly-qualified teachers.
- Learning-support staff are effectively deployed throughout the school and make a very good contribution to the quality of learning. A number are currently undertaking foundation degrees at Trinity College, Carmarthen, with support from the school.

- Comprehensive job descriptions are in place for all members of staff. Responsibilities are well defined.
- Ancillary staff, including the school secretaries, midday supervisors, canteen staff and cleaners, make a valuable contribution to the smooth running and overall quality of life in the school.
- Accommodation is of an exceptionally high standard and very well used to support pupils' learning. The building is well maintained and kept spotlessly clean.
- Very good use is made of display to celebrate pupils' achievements and stimulate their learning.
- Outdoor play areas provide a safe and stimulating environment. Effective use is made of the school grounds to support work across the curriculum, particularly in conservation and environmental studies.
- Learning resources are very good, both in quantity and quality, and are very well used by teachers in all classes.
- Very good use is made of the school's purpose-built facilities for design and technology, information technology, music and art, with beneficial effects on achievements in these subjects.
- Most teachers make very good use of the interactive whiteboards installed in each classroom.
- At present, the school has no library for pupils at Key Stage 2. The governing body is aware of the situation and has plans to provide such a facility in the near future.

7. SUBJECTS AND AREAS OF LEARNING

Standards Achieved by Pupils

Provision for Children under Five

Educational provision for children under five years of age successfully promotes the desirable outcomes for learning and is of very good quality. Steady progress is made at both nursery and reception stage. By the end of reception, standards of achievement are good or very good in all six areas of learning.

i. Language, Literacy and Communication Skills

Standards in the development of language, literacy and communication skills are good at both nursery and reception level

Good Features

- Strong emphasis is placed from the outset on developing language and communication, as a large number of children enter the nursery with limited skills in this area.
- Precise planning, close team work and well-organised routines enable children to make steady progress at both nursery and reception stage.
- Efficient organisation and management are key factors in ensuring that children are able to work and play successfully together.
- Teachers and support staff encourage speech throughout the day, both in planned activities and spontaneous conversations. Effective use is made of language to extend knowledge in all areas of the curriculum.
- Children listen attentively, understand and obey instructions, and show a growing ability to concentrate on tasks.
- Circle times encourage speech, as do snack times and role-play situations. Most nursery children are able to share their home-corner experiences and to hold simple conversations with adults.
- Good use is made of nursery rhymes and action songs to develop confidence in language.
- Reception children, in the main, speak confidently to visitors and use full sentences to communicate thoughts and ideas.
- Children in both age-groups listen carefully to stories and poems, and understand what they hear. Good use is made of listening stations to stimulate interest and extend concentration.
- A wide range of attractive books helps to build up an early love of literature. Children gradually begin to recognise repeated words and phrases in stories, and realise that print conveys meaning. The youngest children quickly learn to recognise and read their own names. Well-produced class books provide a very good stimulus for reading.
- Reception children absorb an appropriate basic vocabulary and make good use of pictures clues to work out stories. Effective use of the interactive white board helps to promote interest and attention, particularly during work with “Big Books”.
- Work with “Popat” makes a significant contribution to the development of early skills in reading. Adults listen to children on a regular basis.
- Mark-making, colouring, scribbling, tracing and painting provide numerous opportunities for nursery children to acquire early skills in writing. Growing control is shown of pencils, crayons and brushes.
- By reception stage, most children can form letters and progress from over-writing to

under-writing to composing short phrases and sentences of their own. Literacy skills are good by the end of the period.

Shortcomings

- Scope exists for encouraging more group play in the home corner so that children might have increased opportunities for linguistic development by talking and exchanging thoughts with each other.

ii. Personal and Social Development

Very good progress is made in personal and social development at both nursery and reception level.

Good Features

- All children work and play amicably together in a warm, friendly, secure environment.
- New entrants settle well into the school and quickly adjust to well-established routines.
- Children are happy and confident in their relationships with adults.
- Behaviour in both year-groups is very good. Children take turns, share toys and equipment, clear up quickly and efficiently, and co-operate well with each other.
- Milk and toast time is a pleasant social occasion, with children acting as monitors and helping each other. Good use is made of the session as a forum for conversation. Due attention is paid to health aspects in, for example, the washing of hands.
- Children learn from an early age to organise their own learning and to proceed from one activity to another without constant reference to the teacher.

Shortcomings

- * No significant shortcomings were observed.

iii. Mathematical Development

Good standards are achieved in mathematical development.

Good Features

- Nursery children can use simple mathematical language, distinguish between long and short, big and small, and sort objects according to shape and size.
- Regular singing of number songs and rhymes helps children to count to five or beyond.

- The youngest children confidently approach activities and benefit from daily experiences with jigsaws, matching games and construction kits.
- Reception children can count and order numbers to ten or beyond, recognise and name colours and two- and three-dimensional shapes, and measure in non-standard units such as feet and hands.

Shortcomings

- No significant shortcomings were observed.

iv. Knowledge and Understanding of the World

Good progress overall is made in acquiring knowledge and understanding of the world.

Good Features

- Many children enter the school with limited experiences of the world around them. The school compensates by making a wide range of provision, including visits to places of interest, talks by members of the local community, and simple cooking experiences.
- Good use is made of photographs to encourage discussion and explore changes from babyhood to the present day. Learning is well reinforced by role-play, with children showing good recall of experiences in this area.
- Assembly times are happy, meaningful occasions which are thoroughly enjoyed by children. Stories from the Bible and other sources are well matched to children's age and understanding.
- Reception children can discuss occupations in the community, recognise different types of houses, talk about changes in the seasons and their effect upon clothing, and display good knowledge of festivals such as the Chinese New Year. During the inspection, good work was undertaken on the properties of materials used in the construction of houses.
- Ample opportunities are provided for sensory work and discussion.

Shortcomings

- Children tend to lose concentration during overlong carpet sessions.

v. Physical Development

Very good standards are achieved in physical education at both nursery and reception level.

Good Features

- Due emphasis is placed on the development of fine motor skills, with children having ample opportunities to complete jigsaws, use scissors, and colour. Pencil control is developing well in both year-groups.
- Good manipulative skills are displayed in joining construction materials.
- Outdoor activities show that children can skip, run, hop and pedal with increasing control. Children share and take turns, and co-operate sensibly with each other.
- Good use is made of space during activities in the hall. Reception children listen carefully and respond sensibly to instructions.
- Developing hand-eye co-ordination is shown in playing with balls.
- Children at both levels are developing very good body control and are learning to balance, traverse objects and travel carefully from one end of a piece of apparatus to another.

Shortcomings

- No significant shortcomings were observed.

vi. Creative Development

Good progression is shown in the development of creative skills, with good standards by the end of reception stage.

Good Features

- Collage, printing and painting take place on a daily basis.
- Paintings by nursery children show bold, confident use of colour.
- Children experiment and make choices for themselves. When making models, they select cloth, feathers and natural materials, and cut, stick and paste with confidence.
- Progressive development takes places of scissor skills, with ample help from adults. Good awareness is shown of the need for safety and care.
- Some very good progress is made in music, where children use and know the names of a variety of instruments and developing a good sense of rhythm. Singing is tuneful and undertaken with enthusiasm.

Shortcomings

- On occasions, some activities are over-directed by adults.
- Despite evidence of a wide range of creative skills amongst children, the balance of work on display is weighted towards adult presentation rather than children's own achievements.
- Little evidence is available to show that manual skills are extended by woodwork activities.

English

Overall, standards of achievement in English are satisfactory at Key Stage 1 and good at Key Stage 2.

i. Speaking and Listening

Speaking skills are generally good at both key stages. Listening skills are very good throughout the school.

Good Features

- The vast majority of pupils at Key Stage 1 respond eagerly to questioning, willingly talk about their work and readily share their classroom experiences with adults.
- Those who are less confident in speaking are well supported in small groups and have numerous opportunities to develop speech across the curriculum.
- At Key Stage 2, most pupils speak clearly and communicate their ideas effectively. Regular opportunities are provided for discussion and the absorption of relevant subject-related vocabulary.
- Listening skills are very well developed and effectively used by pupils at both key stages. Interactive whiteboards capture and hold pupils' attention and make a significant contribution to the quality of learning.
- Good use is made of listening stations to encourage concentration amongst younger pupils.
- Pupils at both key stages listen carefully to each other, both when working together in pairs and when participating in circle times and plenary sessions. Good interaction takes place with one another.
- Occasions such as assemblies provide good opportunities for pupils of all abilities to gain confidence in addressing an audience.

Shortcomings

- Scope exists for the wider use of debate at Key Stage 2, particularly as a means of developing formal speech and encouraging the full expression of thought, as well as building up confidence in pupils who find difficulty in sustaining conversation.

ii. Reading

Standards in reading are satisfactory at Key Stage 1 and good at Key Stage 2, with a number of very good readers in each year-group at both key stages.

Good Features

- A thorough, well-structured approach enables pupils at Key Stage 1 to make steady progress in mastering reading.
- Good use is made of a range of interesting strategies and suitably-graded reading books to ensure that all pupils make appropriate progress. Work is well supported by regular home-school tasks which provide full opportunity for the involvement of parents.
- "Big Books" are well used from the beginning to encourage fluency and expression in reading — a particularly noticeable feature amongst younger pupils.
- Pupils throughout the key stage acquire an appropriate sight vocabulary, use picture clues to discuss stories, and make steady progress in developing phonic skills to tackle new vocabulary.
- Use is made of a wide range of resources, including board games and other tabletop activities, to interest and motivate pupils and build up confidence in reading.
- At Key Stage 2, pupils acquire good reading habits and have numerous opportunities to use their skills throughout the school day.
- "Setting" arrangements ensure that pupils are taught according to their needs and abilities, which vary considerably between groups.
- In the upper part of the key stage, many pupils read with fluency, understanding and expression. Comprehension is well reinforced by activities such as group reading, work with "Big Books" and a series of appropriate exercises.
- Sound work with the interactive whiteboard ensures that pupils are able to extract information from texts. Information technology is also used extensively to reinforce understanding and to extend knowledge across the curriculum.

Shortcomings

- Scope exists for a further extension of games and group activities at Key Stage 1 to reinforce and increase pupils' knowledge of vocabulary.

- Library skills are restricted at Key Stage 2 by a lack of appropriate facilities for pupils to browse through books and to exercise their talents as librarians. Discussions indicate that some pupils are unable to express reasons for preferring particular books and authors.

iii. Writing

Standards in writing are satisfactory overall at Key Stage 1 and good at Key Stage 2, with some very good work in the upper half of the key stage.

Good Features

- At Key Stage 1, pupils progress in accordance with their varying abilities from underwriting and copying to independent story writing.
- The majority of younger pupils form their letters correctly and can spell small common words without difficulty.
- Most show a satisfactory knowledge of punctuation and understand where to employ full stops and capital letters. Effective methods are used to promote progress in this area.
- Regular recording of work across the curriculum provides good opportunities for the development of skills. The most-able pupils write interesting stories, showing a growing range of vocabulary. "Big Books" are well used to introduce new words.
- Pupils at Key Stage 2 are divided into three separate groups to allow work to be suitably differentiated and matched to their varying abilities. Good progress is consistently made.
- By the beginning of Key Stage 2, pupils plan their stories to engage the reader's interest and can identify and use nouns and adjectives to improve the quality of sentences.
- As pupils progress through the Key Stage 2, skills are further developed. Growing use is made of paragraphs and correct grammar and punctuation. Regular exercises help to achieve constant progress in this area.
- The range of work is wide and includes factual accounts of visits, interviews, letters of thanks and appreciation, reports of scientific experiments, and play scripts based on family life. Wall displays contain some very good examples of poetry.
- Following school-council meetings, pupils produce a newsletter for parents, which helps to develop the important skill of informing.
- Effective use is made of information technology for drafting, editing and producing attractively-presented work. Examples are well displayed around the school.
- Handwriting is generally neat and legible, with a change to cursive script at the beginning of Key Stage 2. Regular exercises support presentation.

Shortcomings

- A significant number of pupils in the early part of Key Stage 1 have difficulty in recalling recent work. Pace is steady but slow at this level. Learning is not always effectively reinforced.
- Although pupils at Key Stage 2 are able to use dictionaries, there is a significant amount of careless spelling, often of simple words. Practice in the use of dictionaries and thesauruses varies considerably between classes.

Mathematics

Standards of achievement in mathematics are satisfactory overall at Key Stage 1 and good at Key Stage 2.

Good Features

- Pupils in Year 1 have a clear understanding of even numbers and are able to add two to any number up to twenty. They are also becoming aware of mathematical patterns and relationships, and appreciate that an even number added to another even number results in an even numbered total.
- In Year 2, pupils are able to estimate and measure length using arbitrary units such as hands and feet. They understand the meaning of longer and shorter.
- Some pupils at this level are able to recognise two-dimensional shapes such as: rectangle, triangle, circle, pentagon, hexagon, octagon and square. They are also secure in their knowledge of half fractions of quantities and shapes.
- By the end of Key Stage 1, pupils can confidently perform simple monetary calculations and have a clear understanding of time values. Number bonds to ten are generally secure.
- At Key Stage 2, pupils have a good understanding of the process of collecting information in a table and presenting it in graphical form. They can confidently interrogate and interpret the data, and identify trends and specific events. Secure knowledge is shown of related terminology such as axis, table, horizontal and scale.
- Strategies for mental calculations are well developed across the school and are the starting point of all lessons in the subject. Pupils are able to use a range of different strategies for solving a problem.
- In Year 5, pupils have a good understanding of symmetrical shapes and are able to identify lines of symmetry. They work purposefully within set time constraints and are confident in the use of appropriate language such as irregular, regular, symmetry and pattern.

- Pupils across the school benefit from appropriate information-technology activities that enhance mathematical learning and make a significant contribution to standards. All lessons observed during the inspection were well supported by confident use of information technology by both teachers and pupils.
- In Year 6, pupils make accurate use of a protractor to plot out a route across Europe and Russia from bearings within a range of 0 to 360 degrees. Good understanding is shown of associated terminology such as compass, bearings, northings, eastings, scale, protractor and clockwise.
- Most pupils at Key Stage 2 have a secure understanding of area and perimeter, and are able to make accurate estimates and measurements of rectangles, triangles and squares.
- By the end of Key Stage 2, pupils can recall that three-dimensional shapes include cylinders, cubes and square-based pyramids. They have a good understanding of fractions, decimal numbers, percentages and the concept of probability.

Shortcomings

- Some pupils at Key Stage 1 are unable to recognise any numbers greater than ten. Considerable difficulties also arise when they are asked to order numbers to 100.
- Not all pupils at Key Stage 1 are confident in their recall and use of correct mathematical language such as tally and three-dimensional shapes.
- By the end of Key Stage 2, some pupils are unable to:
 - provide accurate oral answers to questions requiring secure knowledge of multiplication tables;
 - demonstrate required understanding of angle terminology and measurement in degrees;
 - identify the perimeter of regular shapes.

Science

Overall, standards of achievement in science are good at both key stages.

Good Features

- At Key Stage 1, pupils have studied fruits and seeds, and know that seeds need water, soil, rain, sunlight and warmth for germination. They can name the external parts of a flowering plant and know the function of each.
- Pupils at this level show a good understanding of the property of materials and appreciate that some changes are reversible, whilst others are not.

- Sound understanding is shown of how force acts as an agent to move or to stop an object. More-able pupils can explain the meaning of balanced forces and circuits, and appreciate that, when carrying out investigations, repeated tests generally lead to more accurate results.
- At Key Stage 2, pupils demonstrate good understanding of circuits during work on electricity, and carry out their own investigations into conductors and insulators. They classify materials and make sound predictions.
- Good knowledge is shown of growth, habits, the life cycle of plants, what constitutes a healthy diet and how the heart functions as a pump.
- Pupils plan their own investigations and, by the end of Key Stage 2, have very good knowledge of what constitutes a fair test. Younger pupils are able to apply the principle with their teachers' help.
- Generally, work is well recorded, with an understanding of the science involved in the lesson. The oldest pupils are introduced to a range of graphs and learn to use one that is appropriate for a particular purpose.
- When planning investigations, older pupils make sensible predictions based on their understanding of previous work in science. Younger pupils relate their predictions to their everyday knowledge. Good use is made of scientific language during whole-class discussions.
- Conclusions drawn from investigations show that the majority of pupils have sound understanding of the topic.
- Pupils at Key Stage 2 have a good understanding of the National Curriculum skills levels at which they are working, whilst more-able pupils are able to assess their own performance against these levels during plenary sessions.
- At both key stages, pupils communicate their ideas clearly and can explain how to use charts and graphs to record their work.
- The school nutrition action group (SNAG), composed of the top science set in Year 6, compiles five presentations a year for other year-groups in the school. They search the Internet for information, download pictures for slides, make use of artefacts and books, and develop a *PowerPoint* presentation on subjects such as diet, smoking, drugs, healthy menus and exercise.
- Key skills in English, mathematics, and information and communications technology are supported effectively through work in the subject.
- Information-technology skills are very well developed and enable all pupils at Key Stage 2 to record their work speedily and accurately.

- Pupils measure accurately using the scales on beakers and force meters.
- Good use is made of extended writing to record work at Key Stage 2.

Shortcomings

- No significant shortcomings were observed.

Welsh

Standards of achievement in Welsh as a second language are good at both key stages.

Good Features

- Pupils' well-developed listening skills are put to effective use in Welsh lessons throughout the school.
- At Key Stage 1, pupils ask and answer questions about their interests and activities, and take part in mini-dialogues, role-play and songs to reinforce and develop their skills.
- Pupils can count in Welsh, name colours, exchange simple greetings, name parts of the body, and ask and answer questions about the weather. When engaged in role-play, most show growing confidence in using the language.
- Spoken Welsh is developing well, with confidence being reinforced by reading words and phrases aloud as individuals, pairs, groups and a class. Good use is made of 'Big Books' on various topics. Most pupils are becoming familiar with sentence patterns and are acquiring a range of vocabulary covering topics such as the family, the snowman and *Perci yn y Parc*. Pupils' written work involves copying correctly and writing words and familiar phrases, which effectively supports their learning.
- At Key Stage 2, pupils use familiar language patterns when asking and answering questions about subjects such as their likes and dislikes, hobbies, the weather and *Perci yn y Parc*. They successfully take part in mini-dialogues and role-play to build up knowledge and understanding of the language.
- Good progress is made in acquiring an appropriate vocabulary. By the end of Key Stage 2, pupils have a good command of words relating to their feelings, hobbies and the weather. Confident use is made of the past tense in asking and answering questions, including negative responses where appropriate.
- Writing is based on class themes and mainly consists of simple sentences and dialogues. Pupils use familiar sentence patterns and basic vocabulary correctly when writing about things within their experience. Some pupils are able to write independently, with the more-able making good use of extended sentences.

- Reading is generally characterised by enthusiasm, confidence, correct pronunciation and meaning. Regular and effective use is made of dictionaries.
- Pupils make incidental use of Welsh during registration periods, recite prayers in the language, and sing Welsh hymns and songs with an intelligible level of pronunciation.

Shortcomings

- Pupils sometimes speak hesitantly and are unsure of sentence patterns.

Design and Technology

Standards of achievement in design and technology are very good at both key stages.

Good Features

- Programmes of study are very well structured and help to ensure continuity and progression in learning.
- Work shows steady and consistent acquisition of skills as pupils move upward through the school.
- In Year 1, pupils design and make a variety of objects including money boxes, photograph frames and simple musical instruments. They are able to cut, measure and join various materials and competently assemble their products.
- Older pupils at Key Stage 1 build sports cars and suggest sensible improvements to their designs.
- Skills are further developed at Key Stage 2, where younger pupils have disassembled and investigated toys and puppets from other cultures. They measure, mark and cut out appropriately, demonstrating very good use of resources and ways of working safely with tools and equipment.
- Pupils in Year 4 have designed and made products using a range of materials and components and matched the working characteristics of the materials to their tasks. Electrical circuits, for example, have been incorporated to achieve functional results.
- In Year 5, pupils design and make enamel brooches. Very good emphasis is placed on the health and safety aspects of the work.
- Pupils in Year 6 have familiarised themselves with the use of various mechanisms to lift loads and to change direction. Control technology is very well developed and there are very good links with other subjects in the curriculum.
- At Key Stage 2, pupils show a mature understanding of design and technology, and carefully evaluate their work as it proceeds through various stages.

- Pupils at both key stages employ a good range of materials and make responsible use of tools and equipment.
- Pupils participate enthusiastically in productive, high-quality workshop sessions.

Shortcomings

- No significant shortcomings were observed.

Information Technology

Standards of achievement in information technology are very good at both key stages, having risen from good in the last inspection. The previous shortcoming relating to “the limited number of computers in classrooms” no longer applies.

Good Features

- Pupils at Key Stage 1 make confident use of information technology and are able to apply their skills across the curriculum. Year-1 pupils are able to double-click and drag in order to resize pictures and text boxes, and can resize fonts by using the appropriate dialogue boxes. With support from their teachers, they are developing appropriate file management skills and have a very good knowledge of which program to use for a particular task.
- Year-2 pupils are aware that information exists in a variety of forms. They confidently explain that sources of information include books, games, videos and CD-ROMs, and can access precise information by using keywords or the index when interrogating databases. They are able to research the life of a cod and have discovered information about its habitat, food and appearance. They have also confidently created a pictogram from a survey based on the types of houses they live in.
- Pupils at Key Stage 2 develop higher-order skills, which they are able to apply across the curriculum. Year-3 pupils are able to use “Compose” to create compositions and save them as mini-files. Effective use is made of simulation programs to learn about magnetic and non-magnetic materials in science. Pupils show a very good awareness of how information technology is applied in their local community based on a visit to Tesco and a trail through Dimond Street, where they explored the use of cash vending machines, barcode readers, automated doors and closed-circuit television systems.
- Year-4 pupils have well-developed database skills, understand the use of closed questions, and make good use of branch software to interrogate information. Some attractive booklets have also been produced with the aid of Microsoft Publisher.
- Pupils in Year 5 make skilful use of Microsoft PowerPoint to create multi-media slideshows designed for a Year-2 audience. They have also used Publisher effectively to produce information brochures about the Celts. Good use has been made of

spreadsheets to support mathematical work based on costing a trip to a zoo.

- Superlogo is well used to support pupils' understanding of bearings and scale. Year-6 pupils make very good multi-media presentations of the Water Babies and World War II using Opus Illuminatus software. The skills involved are numerous and challenging, and involve the blending of audio and video files.
- By the end of Key Stage 2, pupils are able to create websites using Net Objects Fusion, Granada Spreadsheet and Irfanview image editor. Pupils are able to find, import and save animated GIF files from the web, and import photos and graphs.
- There is secure knowledge of how to use Outlook and Internet Explorer to send e-mails and find information.
- Pupils throughout the school are developing skills appropriate to their age and ability, and are receiving a broad and balanced range of secure knowledge in information technology. Good knowledge is shown of keyboard shortcuts, interactive whiteboards and network file management.

Shortcomings

- No significant shortcomings were observed.

History

Standards of achievement in history are very good at both key stages.

Good Features

- Pupils at Key Stage 1 are able to sequence events and stories accurately and are developing a very good sense of chronology. They show a very good understanding of the concept of change and can identify similarities and differences between the past and the present.
- In Year 2, pupils study famous people such as St. David and explore events in their lives. They have compiled personal time-lines and made class displays of old toys. They have studied Guy Fawkes, the Gunpowder Plot and aspects of the Great Fire of London.
- In Year 3, pupils have studied living and working conditions in the Victorian period. They have made detailed studies of children's experiences in Victorian Ragged and National schools and produced very effective commentaries on punishments for misbehaviour at school.
- Pupils in Year 4 have studied the Tudor period and visited the Tudor Merchant's house in nearby Tenby. Some very good comparative studies have been produced of the lives of rich and poor people in Tudor times.

- Older pupils have studied the Celtic peoples of Europe and various aspects of Roman settlements.
- In Year 6, pupils have made detailed studies of the impact of the Second World War and the effects of war on the community in Pembroke Dock. They have also drawn comparisons between the Victorian period and living conditions during World War Two.
- Very good emphasis is placed on visits to centres of interest such as Tenby and Castell Henllys so that pupils can gain first-hand experience of life in particular periods. Pupils show good recall of their visits and give clear descriptions of what they have seen and heard.
- Good attention is paid to the history, culture and heritage of Wales. Good use is made of local sources across the two key stages.
- Pupils use a very good range of sources to develop their understanding of their periods of study. Many produce cogent and coherent interpretations of the past.
- Very good use is made of information technology by pupils of all ages to promote their understanding of historical events and issues. Many high-quality CD-ROMs have been produced on various aspects of their work.

Shortcomings

- No significant shortcomings were observed.

Geography

Although no lessons in geography were observed during the inspection, evidence from questioning pupils and examining their work indicates that standards are good at both key stages.

Good Features

- Pupils follow all aspects of National Curriculum programmes of study for the subject.
- Sound understanding is shown of the physical features of the locality and how the town has grown and places have changed since the middle of the nineteenth century.
- Mapping skills are developing appropriately. Younger pupils can describe their journey to school and talk about the landmarks they pass on the way. Good use is made of aerial photographs to enable pupils to draw some interesting maps. Older pupils have sound understanding of change from a study of maps of different dates. The majority can locate a feature on a map using four- and six-figure reference numbers.

- Younger pupils can express their likes and dislikes about the local park and state what they think should be done to improve the facility and to deal with problems such as pollution.
- Pupils make visits further afield to learn about the features of coastal areas and Cardiff as the capital city of Wales. They undertake appropriate surveys and draw maps showing the differing uses of land.
- Older pupils further develop their knowledge and understanding of place. They have made an in-depth study of the rainforest and are well informed about endangered species. Due awareness is shown of erosion by the felling of trees. A bio-diversity project has led to good understanding of caring for habitats and larger areas of conservation.
- Pupils throughout the school have studied village life in Uganda and understand that plants and animals in Africa differ from those in Wales owing to climatic conditions. Most pupils at Key Stage 1 have an early understanding of how living conditions are affected by climate and how human activity and the environment are intrinsically linked. Knowledge is more fully developed at Key Stage 2.
- At Key Stage 2, pupils use correct geographical terminology to describe the stages of river development and other physical features.
- Older pupils talk knowledgeably about the good features and destructive elements of the Bluestone Project, a large leisure facility to be built in the Pembrokeshire National Park.
- Sound use is made of information and communications technology as a tool for research.
- Good links have been made with Europe through the Comenius Project and with Guatemala through the “adoption” of a child. Work in these areas is helping pupils to gain an appropriate awareness of the world beyond their locality.
- Key skills in English and mathematics are promoted effectively.

Shortcomings

- No significant shortcomings were observed, although pupils’ understanding of their locality is based on the human geography of buildings and leisure interests more than on the physical geography of the estuary and natural landscapes.

Art

Standards of achievement in art are good at both key stages, with some very good aspects to work throughout the school.

Good Features

- Pupils at both key stages are given a wide range of experiences including painting, drawing, printing, modelling and working with textiles.
- At Key Stage 1, pupils use a variety of techniques to experiment with paint. Good skills are shown in mixing colours at Key Stage 2 to produce desired effects.
- From the outset, pupils are taught to observe objects carefully and to select appropriate materials for recording what they see. Good progress is made in observational drawing, with some particularly good examples of teddy bears at Key Stage 1 and portrayals of Victorian artefacts at Key Stage 2.
- Older pupils regularly use sketch books to investigate shape and form. Growing awareness is being acquired of the effect of light and shade and of the necessity of employing correct implements to achieve particular effects.
- Good use is made of a variety of materials to create attractive collage work. At both key stages, colourful, eye-catching pictures illustrate well-known stories and areas of study such as the rainforests of Brazil. Appropriate techniques create a sense of atmosphere, as in Monet's "Garden at Giverny".
- Three-dimensional work in plasticine, clay and papier-mâché helps to produce good understanding of shape and form. Pupils at Key Stage 1, for example, have produced some interesting dinosaurs, whilst portraiture work in Year 4 has resulted in some good clay heads. Older pupils have used clay effectively to illustrate Roman tiles and pottery. Regular use of the kiln and a visit from an artist specialising in ceramics have considerably enhanced work in this area.
- Some colourful pattern work has resulted from experimentation in weaving with a variety of materials, beginning with paper at Key Stage 1.
- During the inspection, pupils in Year 6 were introduced to a landscape by Lowry and given opportunities to make comparisons with Stan Rosenthal's painting of the Pembrokeshire coast. Pupils were able to discuss and analyse the different styles of the two artists and to give reasons for their preferences.
- Evidence indicates that pupils throughout the school discuss the work of different artists and are making good progress in evaluating their own and each other's work.
- Pupils in the lower part of Key Stage 2 have produced some particularly good work based on the style of Picasso. Older pupils admire their use of colour and can talk about Cubism and the influences of African art.
- Skills in art are well applied to enrich work in other subjects. In history, for example, pupils create patterns to illustrate Celtic art, whilst, in science, they draw detailed diagrams when studying areas such as the human body. Good use is also made of computer paint programmes to produce a variety of images of the world.

- Samples of work are retained by the subject co-ordinator to show the areas pupils have covered and the progressive development of skills and techniques.
- Work on display considerably enhances the attractiveness of the building and helps to create a bright, stimulating environment for learning.

Shortcomings

- At Key Stage 1, pupils have too few opportunities to exercise their imagination and to express their feelings by regular painting outside formal sessions in the subject.

Music

Standards of achievement in music are very good at both key stages, having risen from good in the last inspection.

Good Features

- Pupils throughout the school are very aware of the different elements of music. Lessons constantly reinforce their knowledge and understanding. Good understanding is shown of the meaning of pitch, dynamics, duration, tempo, timbre, texture and silence. Many pupils combine these seven elements effectively when composing musical items.
- During collective worship and choir practice, pupils sing enthusiastically and pay very good attention to rhythm and pitch. Pupils also are very confident and competent when performing together, whether in class lessons, youth music festivals or on other special occasions.
- Skills in appraising music are very good. Pupils are well practised in critical self-evaluation of their own work and each other's compositions. The process helps to ensure that continual improvements are made.
- The school has a very good range of tuned and untuned instruments, which pupils at both key stages use confidently and competently. Most pupils show a clear understanding of rhythm and pulse, and are able to play complementary rhythmic phrases.
- Secure knowledge is displayed of various instruments, and the sounds they make, from the didgeridoo to the drum. Pupils are well aware of contrasting styles of music, from Irish folk to Chinese New Year dance music, and music from different periods in time.
- All year-groups are well practised and skilled in using symbolic notation to record their compositions so that others can replicate their music. Pupils in Year 6 have been composing and performing rainforest music using instruments such as bird whistles,

chimes, maracas and a rain machine, and have recorded their work in a range of appropriate symbols.

- Pupils listen attentively to music, both in lessons and assemblies. Good responses are given to questions about the mood, elements and performers of the music.

Shortcomings

- No significant shortcomings were observed.

Physical Education

Standards in physical education are good at both key stages.

Good Features

- Pupils at both key stages dress appropriately for activities and pay due regard to safety rules.
- At Key Stage 1, pupils undertake a range of different movements during warm-up exercises. They know why they need to warm up and how exercise affects the heart. They are increasingly aware of space, and run, skip and dodge round one another with good control.
- Pupils at this level listen attentively to instructions and perform simple skills, both as individuals and in groups and pairs.
- In gymnastics, pupils at Key Stage 1 find a variety of ways to travel, balance and jump, and regularly practise techniques. Some can hold a good shape for an appropriate time and successfully transfer weight from one part of the body to another. Most display good skills, and adopt good posture and control when balancing, jumping, moving and landing.
- Pupils at this level co-operate effectively and develop their own skills by carefully watching each other's performances.
- At Key Stage 2, pupils respond well to instructions and make good use of space. They understand the importance of exercise and the effect of activity upon the heart. Appropriate attention is paid to warm-up sessions and cooling down after vigorous exercise.
- Pupils at this level show good body control in gymnastics. They can perform an effective series of movements, and maintain balance and shape when working on mats. Good control is shown in performing basic skills in balancing, jumping, landing and rolling. Older pupils practise a more complex sequence of movements which present a greater degree of physical challenge. For example, they link a roll with a defined shape to finish, and show greater control of speed, balance and direction.

- Games skills and techniques are developing well. Pupils show good skills in passing, bouncing, dribbling and travelling with a ball, and display good hand-eye co-ordination. They understand the key elements of a relay and obstacle race and generally co-operate well with partners in a practical situation.
- In dance, pupils respond readily to instructions and make good use of space. They explore movement using the basic actions of travelling, turning, hopping, jumping and skipping, and show good skills in contrasting body shape, direction and speed in responding to changes in music.
- Pupils evaluate their own and each other's work and make sensible suggestions for improvement.
- All pupils at Key Stage 2 attend swimming lessons at a local centre and make good progress according to the school.
- A wide range of extracurricular sporting activities effectively supports the development of skills in the subject.
- Pupils with special needs are fully included in physical-education lessons and achieve good standards in relation to their abilities.

Shortcomings

- No significant shortcomings were observed.

Religious Education

Standards of achievement in religious education are very good at both key stages.

Good Features

- Pupils at both key stages have a good knowledge of festivals and the practices of different religions, such as Hanukkah in Judaism.
- Very good listening skills in lessons and assemblies help pupils to understand the needs and feelings of others. They can recall and relate their own reactions to Bible stories and express views on historical as well as current events and happenings.
- Very good emphasis is placed on the importance of the Bible and the heritage of Christianity in Western society.
- In Year 2, pupils study local churches and compare them with other centres of faith such as Hindu temples.
- In Year 3, pupils make detailed studies of the Muslim faith, exploring its origins, lifestyles and sacred texts.

- In Year 4, pupils have explored the life stories of key figures in the Hindu religion and investigated what it means to belong to a religious community and the ways in which believers express their beliefs in a deity.
- Pupils at Key Stage 2 have very good knowledge of the lives and faiths of well-known Christians and of their influence on contemporary societies.
- Older pupils have visited local chapels and churches to increase their understanding of practices in worship. They have also made very good comparisons with other places of worship, such as a Sikh temple in Swansea. They regularly discuss different rules and forms of authority, and express their feelings on a range of moral and ethical issues.
- Pupils of all ages use information and communications technology very effectively for research, resulting in much stimulating work.

Shortcomings

- No significant shortcomings were observed.

8. SCHOOL IMPROVEMENT

8.1 Progress since the Last Inspection

Overall, the school has made very good progress in dealing with the key issues identified during the last inspection.

- The last inspection report, published during the summer term, 1998, identified six key areas for action. The school was advised that, in order to enhance the quality of education provided and raise the educational standards achieved, it needed to:
 - i. improve the quality of teaching in two classes in Key Stage 1;
 - ii. address the shortcomings identified in subject areas;
 - iii. improve the provision for pupils' spiritual development;
 - iv. continue with efforts to secure suitable accommodation;
 - v. ensure that registration procedures accurately record the pupils present;
 - vi. maintain the good and very good features in many aspects of school life.
- Progress since that time has been the following.

Key Issue 1

This key issue has been thoroughly addressed. There is now a very high percentage of good or better teaching at both key stages. Planning in all classes is detailed and accompanied by a broad range of strategies and resources.

Key Issue 2

Good attention has been paid to the shortcomings previously identified, with significant improvements in standards in several areas.

Key Issue 3

Very good provision is now made for the spiritual development of pupils.

Key Issue 4

The school has now moved into new purpose-built premises providing a very high standard of accommodation.

Key Issue 5

Registration procedures now accurately record the presence and absence of pupils.

Key Issue 6

Not only have good and very good features have been maintained or further improved, but excellent growth has also taken place in all aspects of the life of the school.

8.2 Key Issues for Action

The school now needs to:

- bring all standards up to the level of the best;
- maintain the very good practice identified throughout the report.

The inspection team would like to express their warm appreciation of the welcome, co-operation and assistance they received from the headteacher, staff, governors, parents and pupils of the school throughout the entire inspection.

APPENDIX A

Basic Information about the School

Name of School	Pembroke Dock Community Primary School
School Type	Community
Age-Range of Pupils	3 – 11 years
Address of School	Bush Street Pembroke Dock Pembrokeshire
Post Code	SA72 6LF
Telephone Number	01646 684872

Headteacher	Mr. David Thorley
Date of Appointment	April, 1992
Chairman of Governors	Mr. Philip Bowen
Registered Inspector	Mrs. Eirwen Griffiths
Dates of Inspection	2nd – 6th February, 2004

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	40	59	52	60	77	66	83	83	520

Total Number of Teachers			
	Full-Time	Part-Time	Full-Time Equivalent (fte)
Number of Teachers	25	4	26.7

Staffing Information	
Pupil : Teacher (fte) Ratio (excluding nursery and special classes)	20.7 : 1
Pupil : Adult Ratio in Nursery Classes	8 : 1
Pupil : Adult Ratio in Special Classes	1.2
Average Class Size (excluding nursery and special classes)	24.7
Teacher (fte) : Class Ratio	1.16 : 1

Percentage Attendance for Three Complete Terms Prior to the Inspection					
	N	R	KS1	KS2	Whole School (excluding nursery)
Term 1	82	94	90	92	92
Term 2	80	88	90	89	89
Term 3	85	91	90	92	91

Number of Pupils Excluded during Twelve Months prior to Inspection	0
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APPENDIX C

Results of National Curriculum Assessments

National Curriculum Assessment KS 1 Results: 2003			Number of Pupils in Y2 52					
Percentage of Pupils at Each Level								
			D	W	1	2	3	4
ENGLISH:	Teacher Assessment	School	0	10	23	52	15	0
		National	0	4	13	63	20	0
ENGLISH: Speaking and Listening	Teacher Assessment	School	0	6	12	65	17	0
		National	0	3	12	63	22	0
English: Reading	Teacher Assessment	School	2	15	21	46	17	0
		National	0	4	14	55	27	0
ENGLISH: Writing	Teacher Assessment	School	0	13	23	62	2	0
		National	0	5	14	69	11	0
MATHEMATICS	Teacher Assessment	School	0	6	19	65	10	0
		National	0	2	11	63	24	0
SCIENCE	Teacher Assessment	School	0	10	21	58	12	0
		National	0	2	10	66	22	0

Percentage of Pupils Attaining at least Level 2 in Mathematics, Science and English (or Welsh as a First Language) according to Teacher Assessment			
In the School:	65%	In Wales:	79%

- D Pupils who have been disapplied from the statutory arrangements
 A Pupils who were absent from the tests/tasks
 W Pupils who are working towards Level 1

The majority of seven-year-old pupils are expected to attain Level 2.

National Curriculum Assessment KS 2 Results: 2003								Number of Pupils in Y6 73					
Percentage of Pupils at Each Level													
			D	A	N	B	W	1	2	3	4	5	6
English	Teacher Assessment	School	0	0	3	0	0	0	7	18	62	10	1
		National	0	0	0	0	0	1	6	16	45	31	0
	Test/Task	School	0	4	0	4	0	0	0	14	40	38	0
		National	0	2	1	1	0	0	5	12	38	40	0
Mathematics	Teacher Assessment	School	0	0	3	0	0	0	6	22	59	11	0
		National	0	0	0	0	0	0	4	19	46	30	0
	Test/Task	School	0	4	3	0	0	0	1	25	43	25	0
		National	0	2	1	0	0	0	4	18	42	33	0
Science	Teacher Assessment	School	0	0	3	0	0	0	3	16	64	14	0
		National	0	0	0	0	0	0	2	13	49	35	0
	Test/Task	School	0	4	0	0	0	0	0	3	56	37	0
		National	0	2	0	0	0	0	1	9	48	39	0

Percentage of Pupils Attaining at least Level 4 in Mathematics, Science and English (or Welsh as a First Language)			
By Teacher Assessment		By Test	
In the School:	63%	In the School:	62%
In Wales:	70%	In Wales:	71%

- D Pupils who have been disapplied under statutory arrangements from part or all of the National Curriculum
- A Pupils who have failed to register a level because of absence
- N Pupils who have failed to register a level for reasons other than absence.
- B Pupils who have not been entered for tests because they are working outside the levels of the tests
- W Pupils who are working towards Level 1 but have not yet achieved the standards needed for Level 1

The majority of eleven-year-old pupils are expected to attain Level 4.

APPENDIX D

The Evidence Base of Inspection

The inspection was carried out by a team of six inspectors over a period of five days.

- Pre-inspection meetings were held with the headteacher, staff and governing body.
- Sixteen parents attended a meeting with two members of the inspection team.
- Ninety-four questionnaires were returned, analysed and summarised.
- All documentation submitted by the school was analysed and discussed, including the school development plan, policy and curriculum documents and teachers' planning files.
- Pupils were observed as they arrived and departed from school and during the midday and other breaks.
- At various times during the day, inspectors took the opportunity to talk to pupils and to discuss their work.
- 123 lessons or parts of-lessons were observed.
- Pupils were heard reading and were examined in their knowledge and understanding of English, mathematics, science and other subjects.
- A wide range of pupils' written and other work was examined in each class.
- Inspectors discussed pupils' work with class teachers and examined assessment records.
- Discussions were also held with the headteacher, curriculum co-ordinators and other staff.
- The work of pupils with special educational needs was examined.
- Minutes of meetings and documents relating to the financial management of the school were discussed.
- Budget figures were examined and discussed with the headteacher.
- Attendance and pupil records were inspected.
- Inspectors attended acts of collective worship.

APPENDIX E

Composition and Responsibilities of the Inspection Team

Team Member	Subject Responsibilities	Aspect Responsibilities
Mrs. E. Griffiths	Areas of Learning for Children under Five English Art	The School and its Priorities Main Findings Standards of Achievement in Subjects and Areas of Learning Teaching Leadership & Efficiency Progress since the Last Inspection Key Issues for Action
Mrs. V. Howells	Science Geography	Main Findings Assessment, Recording and Reporting Special Educational Needs Key Issues for Action
Mr. R. F. Wilsher	Mathematics Information Technology Music	Main Findings Standards of Achievement in Key Skills across the Curriculum Self-Evaluation and Planning for Improvement Key Issues for Action
Dr. D. Evans	Design and Technology History Religious Education	Main Findings Behaviour and Attitudes Support and Guidance Key Issues for Action
Mr. B. M. Lewis	Welsh (as a second language) Physical Education	Main Findings Pupils' Spiritual, Moral, Social and Cultural Development Curriculum Key Issues for Action
Mrs. J. M. H. Warr		Main Findings Attendance Partnership with Parents, the Community, Schools and Other Institutions Partnership with Industry Staffing, Accommodation and Learning Resources Key Issues for Action