

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

**Penally Church in Wales VC Primary School
School Lane
Penally
Pembrokeshire
SA70 7PW**

School Number: 668/3047

Date of Inspection: 15-16 November 2004

by

**Mr T. Boyce
W175/78727**

Date: November 2004

Under Estyn contract number: T/59/04P

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Penally Church in Wales VC Primary School was inspected as part of a national programme of school inspection. The purpose is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents more information about their child's school. A copy of this summary is sent to every family with a child at the school. The full report can be obtained from the school.

The inspection of Penally Church in Wales VC Primary School took place between November 15th and November 16th 2004. An independent team of inspectors, led by Mr Tim Boyce undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral, social and cultural development. This summary report may be reproduced for non-commercial educational purposes but only as a whole and provided it is reproduced verbatim without adaptation and the source and date thereof are stated.

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

- | | |
|----------------|---|
| Grade 1 | good with outstanding features |
| Grade 2 | good features and no important shortcomings |
| Grade 3 | good features outweigh shortcomings |
| Grade 4 | some good features, but shortcomings in important areas |
| Grade 5 | many important shortcomings |

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The national curriculum covers four key stages as follows:

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

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Context

The nature of the provider

1. Penally Church in Wales VC Primary School, with 30 pupils aged from 3 to 11 years, is situated in Penally, a village near the town of Tenby. Most of the school is housed in a well-maintained building some 130 years old whilst the older pupils are accommodated in a demountable building in the schoolyard. The area from which the pupils are drawn is neither prosperous nor economically disadvantaged. A below average percentage of pupils (9%) are entitled to receive free school meals.
2. Four of the pupils have special educational needs (SEN), but no pupils have statements of special educational need. Almost all pupils come from a White British background and all speak English at home.

The school's priorities and targets

3. The school's aims are based on a very clear vision: Looking forward to educational innovation and technological changes in the future while embracing, with pride, the traditional values of the past.
4. The school has identified a number of priorities for development. These include the improvement of English skills, developing investigative skills in science, the further integration of ICT and the formalisation of a number of management procedures.
5. The school has been awarded the Basic Skills Quality Mark and has recently been awarded Health Promoting School status

Summary

Penally Church in Wales Primary School is a good school with no important shortcomings that serves its pupils and the community well. Some aspects of its provision are outstanding. Staff and governors have worked very hard to maintain the high standards noted in the previous inspection and to improve them still further. The inspection team generally agrees with the very accurate judgements made in the school self-evaluation document.

Table of grades awarded

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

Standards

6. The school has made good progress in addressing the key issues identified in the previous inspection. Skills in writing and ICT have been improved at KS2, where the quality of presentation is also much improved. Schemes of work have now been developed for all subjects whilst the school development plan is now a useful document that effectively drives improvement. The toilet facilities for the pupils are now much improved.
7. The overall quality of the educational provision for the under fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning.
8. Early Years children achieve very well in the key skills of listening and speaking and numeracy. They achieve well in reading and writing and in the use of information and control technology (ICT). Good features outweigh shortcomings in the development of English-Welsh bilingual competence.
9. At key stage 1 the pupils achieve very well in listening and speaking. Achievement is good in reading, writing and numeracy. In the skills of ICT and English-Welsh bilingual competence, good features outweigh the shortcomings.
10. At key stage 2 pupils achieve well in the key skills of reading and mathematics. In the skills of listening, speaking, writing and ICT good features outweigh the shortcomings. There are some good features in the

development of pupils English-Welsh bilingual competence, but there are also some shortcomings in important areas.

11. Pupils' development of personal and social skills is good. Relationships are good and pupils of all ages co-operate together well in well-organised circle time sessions. They have positive attitudes towards their learning, learn independently and make good progress in developing problem solving skills in the school council. Pupils behave well and show respect for the views of others. Younger pupils and those in the Early Years behave very well. Attendance and punctuality are good.
12. Pupils' attainment in the end of key stage 1 assessments for 2004 was well above the local and national averages in reading and science. Standards were above average in writing and mathematics. Standards also compare very favourably when judged against similar schools. (Those with a similar number of pupils eligible for free school meals).
13. Pupils' attainment in the end of key stage 2 assessments for 2004 was above the local and national averages in English and mathematics and well above average in science. Standards also compare very favourably when judged against similar schools. (Those with a similar number of pupils eligible for free school meals).
14. All pupils make good progress towards fulfilling their potential irrespective of their ethnicity or social circumstance. Pupils with special educational needs achieve levels similar to their peers, as do higher attaining pupils. Boys and girls achieve similarly well. All pupils have a good understanding of how well they are doing and what they need to do to improve.

The quality of education and training

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
37%	44%	19%	0%	0%

15. The quality of teaching is consistently good throughout the school. All of the teaching observed was at least good and very few lessons had any shortcomings. The proportion of lessons that have good features that outweigh shortcomings is well above the Welsh Assembly Government (WAG) target of 95%. The proportion of lessons seen where the teaching was good with no important shortcomings is well above the WAG target of 50%.
16. Teachers have good subject knowledge. They are very skilled at blending together the programmes of study from different subjects to make interesting and meaningful topics that stimulate and challenge the pupils. Teachers have very positive relationships with all of the pupils in the school, give them a lot of personal attention, and know them very well.
17. The teaching of the children in the nursery and reception years is very effective. Lessons that are planned and delivered to them are interesting and

stimulating way and makes a very positive impact on the progress they make and the skills they are developing in all areas of learning.

18. Teachers give pupils good opportunities to apply their literacy and mathematical skills in a wide range of other subjects. Teachers make good use of ICT to support their teaching, but insufficient attention is given to promoting Welsh and consequently pupils' bilingual skills are under-developed.
19. Expectations are very high and as a result pupils want to do their very best. The self-confidence that develops has a very positive impact on the learning and achievements of all the pupils. Boys and girls achieve similar standards although the school could be more proactive in eliminating gender stereotyping.
20. Planning is good overall, and in key stage 1, where the class teacher has only recently taken up her post, it is particularly good with provision for the younger children being completely reorganised to very good effect. The planning for the early years, whilst of good quality does not match the headings of the Desirable Outcomes for Learning.
21. The school's curriculum successfully meets the needs of all pupils including the under-fives, higher attaining pupils and those with special educational needs, who all achieve well.
22. Assessment procedures in the school are good. Classes are small and teachers know their pupils very well. There are very good daily opportunities for parents to visit the school to discuss any issues they have regarding their children. Annual written reports to parents at key stages 1 and 2 are very detailed and thorough.
23. In the under-fives and key stage 1 class, there are good opportunities planned to ensure that pupils develop the key skills of literacy and numeracy. There are good opportunities for pupils to develop their numeracy skills at key stage 2, through subjects such as design and technology and science. Pupils benefit from a good range of extra-curricular activities. There are frequent visitors to the school who use their expertise to broaden pupils' experiences. A large proportion of pupils attend after-school clubs.
24. The provision for pupils' personal, moral and social development is very good, but there are limited opportunities for pupils to reflect on issues of a spiritual nature. Pupils develop a good understanding of the culture of Wales. They also have a very good understanding of environmental issues.
25. Very good links have been established with a range of individuals, agencies and institutions. Parents play a key role in the life and work of the school. The local community, including the church, plays a pivotal role in school life and vice versa.

26. The care arrangements for pupils who need extra support are very good although there is now a need to formalise some procedures and ensure for example that all staff have up to date training in child protection. Pupils are encouraged to behave sensibly and thoughtfully and try very hard to gain “special mentions”. Older pupils help look after the younger ones.
27. Provision for pupils with special educational needs (SEN) is very good. Currently, there are four pupils with special educational needs in the school. Teachers quickly and efficiently identify those pupils with additional needs. Problems are diagnosed effectively and appropriate levels of support are given. The school meets all statutory requirements for its SEN provision.
28. Some pupils with behavioural difficulties are being well supported and are now making progress after troubled times in previous schools. Governors are fully involved in ensuring the safety and wellbeing of pupils and fulfil their responsibilities very effectively.

Leadership and management

29. The leadership of the school is good and gives clear direction through very clear and well-considered aims. The acting headteacher has a clear vision for the school that is shared by governors, parents and all who work in the school. Communication between the members of staff is outstanding and as a result the school is a very inclusive community with a very positive ethos based on mutual trust and respect. All staff work together as a team. The school effectively promotes equality of opportunity for all the members of its community.
30. Expectations are high and as a result there are high levels of consistency in all aspects of the school’s work. The school sets challenging but realistic targets for all members of the school community. Staff appraisal is used well to review standards and to plan additional staff training. The school takes good account of local and national initiatives. It works very closely with other local schools and colleges to share teaching expertise and to enhance the learning experiences available to the pupils.
31. Governors are fully involved in the life of the school, have a very clear understanding of their roles and responsibilities and play a very effective role in all aspects of strategic planning. The school is aware of the need to improve the quality of some of its formal management procedures.
32. Whole school self-evaluation is a comprehensive and rigorous process and staff and governors generally have a very clear understanding of what it does well and where improvements are required. All members of the school community are consulted regularly and their views are considered when priorities for future action are being identified. As a result the school has achieved a good level of improvement since the last inspection.
33. There are enough fully qualified and trained teachers at the school who are deployed effectively. Support staff make a very valuable contribution to pupils’

standards of achievement. Learning resources are of sufficient quantity and good quality. The accommodation is sufficient and effective use is made of the limited space in the multipurpose hall/classroom for physical education and whole school activities.

34. The management of financial resources is very good and great care is taken to ensure that available funding is targeted accurately to the key areas identified. Very careful budgeting ensures that efficient and cost-effective use is made of the funds available. Resources are carefully matched to the priorities identified in the school development plan. The school offers good value for money.

Recommendations

In order to improve still further, the school needs to:

- R1 Improve the provision for the development of pupils' English-Welsh bilingual competence.
- R2 Further develop formal management systems and procedures to ensure that all statutory requirements, particularly those for child protection, are fully met.

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

Standards

Key question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings.

The findings of the inspection match the judgement made by the school in its self-evaluation report.

35. The overall quality of the educational provision for the under fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning. Baseline assessments indicate that whilst attainment on entry is usually broadly average, the pupils in the current nursery and reception groups had above average levels of attainment on entry.
36. The achievement and progress of the under fives in the key skills of listening and speaking and numeracy are good with outstanding features. Achievement and progress in the key skills of reading and writing and in the use of information and control technology (ICT) is good, with no important shortcomings. Good features outweigh shortcomings in the use of their English-Welsh bilingual competence.
37. At key stage 1 pupils' achievement and progress in the key literacy skills of listening and speaking are good with outstanding features. Achievement and progress in the key skills of reading, writing and numeracy are good with no important shortcomings. In the development of the skills of ICT and English-Welsh bilingual competence the good features outweigh the shortcomings.
38. At key stage 2 the achievement and progress of pupils in the key skills of reading and mathematics are good with no important shortcomings. Pupils achievement and progress in the skills of listening, speaking, writing and ICT indicate that the good features outweigh the shortcomings. There are some good features in the development of English-Welsh bilingual competence, but there are shortcomings in important areas.
39. Pupils' development of personal and social skills is good. Relationships are good and pupils of all ages co-operate together well irrespective of age, gender or social circumstance. They are interested in their work and have positive attitudes towards their learning. Most concentrate well on the tasks set and they try their very hardest in lessons. They quickly develop the ability to learn independently and to conduct research using books and computers. Pupils throughout the school make good progress in their problem solving skills. The development of creative skills is good in English, art and design and technology, but good features outweigh some shortcomings in the development of creative skills in drama, music and PE.
40. Pupils' attainment in the end of key stage 1 assessments for 2004 were well above the local and national averages in reading and science. Standards were

above average in writing and mathematics. Standards also compare very favourably when judged against similar schools. (Those with a similar number of pupils entitled to receive free school meals). These results were very similar to those gained in the past three years. The numbers are so small that it is not possible to identify any significant differences in the performance of boys and girls during this time.

41. Pupils' attainment in the end of key stage 2 assessments for 2004 were above the local and national averages in English and mathematics and well above average in science. Standards also compare very favourably when judged against similar schools. (Those with a similar number of pupils entitled to receive free school meals). These results were very similar to those gained in the past three years. The numbers are so small that it is not possible to identify any significant differences in the performance of boys and girls during this time.
42. Pupils with special educational needs achieve levels similar to their peers, as do higher attaining pupils. Boys and girls achieve similarly well. All pupils make good progress towards fulfilling their potential irrespective of their ethnicity or social circumstance. All pupils have a good understanding of how well they are doing and what they need to do to improve in specific areas.
43. The youngest pupils settle into school routines very well and within quite a short space of time behave very sensibly for their age. They take turns and play together very happily and are developing very positive attitudes. Older pupils can also respond with maturity and enjoy school. Behaviour is good overall, but on occasions a small minority of older boys find it hard to conform and stay on task. On the whole pupils want to please their teachers and try hard to work productively throughout the day. These factors all have a positive impact on the achievements of the pupils.
44. Attendance levels are good especially for a small school when any absence can skew the figures. Pupils love coming to school and rarely miss a day. Some families are forced to take a holiday in term because they work in the seasonal holiday trade, which can affect figures. Unauthorised absences are very rare. The school takes suitable account of the WAG circular 3/99.
45. Pupils develop good personal and social skills. They quickly develop the capacity to work independently as well as collaboratively in small groups. Very good habits are being fostered among the youngest children who are learning many important skills such as listening carefully. Pupils progress very well in many areas for example in the way they show respect and concern for each other and for their school environment. Older pupils can talk about what they like about school and how it has prepared them well for the next stage of learning.
46. Pupils are actively taught through for example assemblies about equality and diversity and are given plenty of opportunities to express their opinions openly. Boys and girls are treated equally, although there is scope for some

established routines such as the lining up of boys and girls separately to be reviewed.

47. Many planned out of school visits enrich learning experiences for all pupils. The school is fully aware that being so small it has to arrange events even more regularly than larger schools if children are to benefit fully from its many links. It receives good support from the community it serves and is very highly regarded by its parents. All pupils are given a taste of work related education when, for example, they get involved in making bird feeders and then sell them. As a result pupils develop a good awareness of their place in both the community and the workplace

The quality of education and training

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

Grade 2: Good features and no important shortcomings.

Overall the findings of the inspection team do not quite match the judgements made by the school in its self-evaluation report.

Inspectors observed lessons in a range of National Curriculum subjects.

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
37%	44%	19	0	0

48. The quality of teaching is consistently good throughout the school. All of the teaching observed was at least good and very few lessons had any shortcomings. The proportion of lessons that have good features that outweigh shortcomings is well above the Welsh Assembly Government (WAG) target of 95%. The proportion of lessons seen where the teaching was good with no important shortcomings is well above the WAG target of 50%.
49. The teaching has many important strengths, including a very clear working knowledge of the subjects being taught. This means that the programmes of study contained in individual subjects are often blended together skilfully into interesting and meaningful topics. These stimulate and challenge the pupils to achieve their very best. Whilst the teaching of almost all subject areas is very strong, the teaching of English, mathematics, science, geography, history, design and technology and art are notable strengths and have a very positive impact on the achievement of all pupils.
50. The teaching of the children in the nursery and reception years is very effective. Lessons that are planned and delivered to them are interesting and stimulating way and makes a very positive impact on the progress they make and the skills they are developing in all areas of learning. Good use is made of specialist teaching by peripatetic and part time staff to compliment and enhance the subject knowledge of permanent staff.
51. Teachers make very good use of the available accommodation and resources to ensure that lessons are fun for all pupils and, as a result, all pupils are very keen to come to school because lessons are so interesting. Very good use is made of the latest technological techniques and in both classes interactive whiteboards are used to very good effect. Pupils greatly appreciate the added interest and excitement that this innovation has brought to lessons and are highly motivated to succeed. Teachers give pupils good opportunities to apply their literacy and mathematical skills in a wide range of other subjects, but there are limited opportunities for pupils to extend their bilingual skills. Pupils from different linguistic backgrounds make good progress during their time at the school. However, teachers pay insufficient attention to promoting Welsh and consequently pupils' bilingual skills are under-developed.

52. Teachers have very positive relationships with all of the pupils in the school, give them a lot of personal attention, and know them very well. Expectations of academic and personal standards are very high and as a result pupils want to do their very best because they respect their teachers as people. The self-confidence that develops means that pupils are happy to contribute to lessons and to take risks in their work without any fear of criticism.
53. Planning is good overall, and is particularly good in key stage 1 where the class teacher, who has only recently taken up her post, has completely re-organised the provision for the younger children to very good effect. She has communicated her ideas very clearly to her part-time colleague in the early years class who is working very hard putting these new plans into action. Currently planning for the early years, whilst of good quality, is not accurately matched to the Desirable Outcomes for Learning. Lessons have very clear learning objectives and this very focussed attention on the outcomes of lessons is having a very positive impact on the achievement of these children. The planning for pupils in key stage 2 is of variable quality, but good features outweigh any shortcomings.
54. Planning provides very effectively for the learning needs of higher attaining pupils and for those with special educational needs, who all achieve well. Great care is taken to ensure that all pupils achieve their very best irrespective of their ethnicity or social circumstances. Boys and girls achieve similar standards although the school could be more proactive in eliminate gender stereotyping.
55. The planning found throughout the school plays very close attention to the way in which the tasks are to be completed. The teachers all firmly believe that pupils learn most effectively by completing hands-on activities and by ensuring that there are lots of interesting practical opportunities so that learning is consolidated.
56. Assessment procedures in the school are good. Classes are small and teachers know their pupils very well. Regular reviews ensure that future teaching is adapted in line with pupils' progress. Although, key stage 2 pupils make appropriate progress, planning and review procedures are not as well documented.
57. Teachers regularly use a wide range of strategies to ensure that pupils are making appropriate progress in the core subjects. They use information from their own assessments, from standard assessment tasks and other commercially published tests to ensure pupils' rates of progress are maintained. Records of test results are kept for all pupils and progress is tracked over a long period of time. Information from the assessments is used to identify those pupils who may require additional support. Assessment of the non-core subjects is at an early stage of development.
58. All statutory assessment requirements are met including those for the under-fives and pupils with special educational needs. Teacher assessments are very accurate and test results at the end of key stage 2 match the targets set.

Pupils are aware of their strengths and shortcomings. In key stages 1 and 2, pupils have “Target Cards” that outline areas that they need to improve. They are aware of their targets and know how they are progressing towards them. On an annual basis, key stage 2 pupils also undertake a more formal review of their likes, dislikes and academic strengths and weaknesses.

59. There are very good daily opportunities for parents to visit the school to discuss any issues they have regarding their children. Parents value the open, friendly approach of the staff. There is also at least one formal meeting for all parents and more frequent meetings if necessary to discuss their children’s progress. Annual written reports to parents at key stages 1 and 2 are very detailed and thorough. They give a comprehensive overview of the progress pupils have made over the preceding twelve months and they allow parents the opportunity to make comments. Written reports for the under-fives are not of such high quality and they are not matched to the six areas of learning.

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

Grade 2: Good features and no important shortcomings.

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

60. The school’s curriculum successfully meets the needs of all pupils, including the under-fives and those pupils with special educational needs. Pupils enjoy the opportunities the school offers. Curricular and extra-curricular experiences are equally accessible to all pupils. The school meets all legal requirements for the delivery of the curriculum.
61. Policies and schemes of work ensure that pupils’ knowledge and skills develop progressively from the nursery to Year 6. Under-fives have practical learning experiences, both indoors and out, that encourage the development of good standards and lay very firm foundations for work in key stages 1 and 2. Much of the work in key stage 1 and key stage 2 is based on topics that interest and motivate pupils. The topics cater effectively for the wide ranges of age and ability in classes.
62. In the under-fives and key stage 1 class, there are good opportunities planned to ensure that pupils develop the key skills of literacy and numeracy. Pupils work in groups and refine their skills progressively both in formal lessons and during role-play and activity sessions. There are good opportunities for pupils to develop their numeracy skills at key stage 2, through subjects such as design and technology and science. Opportunities for pupils to develop reading and writing skills are not as carefully planned although pupils read well for a number of different purposes such as readings during assemblies.

63. The newly enhanced provision in computer technology is ensuring that pupils have better and more frequent opportunities to use information and communication technology. However, as yet, in both key stages 1 and 2, pupils' use of technology is not planned progressively to enhance their understanding across the full range of subjects.
64. Pupils benefit from a good range of extra-curricular activities. They take part in projects with other local schools and they visit places of interest in connection with their topic work. There are frequent visitors to the school who use their expertise to broaden pupils' experiences. Large numbers of pupils attend after-school clubs and instrumental tuition is available to key stage 2 pupils. All pupils in key stage 2 have the opportunity to take part in a residential visit.
65. The school uses a specific programme to ensure that pupils make good progress in their personal, moral and social development. The family ethos that permeates the life of the school is a very positive feature of pupils' development and understanding of social and moral issues. "Circle Time" ensures that pupils have opportunities to discuss issues that are significant to them and society at large. Opportunities for pupils to reflect on issues of a spiritual nature, however, are not as well promoted.
66. Very good links have been established with a range of individuals, agencies and institutions. Parents play a key role in the life and the work of the school. Many volunteer and help out in classes; they also raise significant sums of money annually that are used to enhance resources. There are good links with other local primary schools and the local secondary school.
67. Community links are very strong and effectively support learning opportunities throughout the year. The links with the church are very effective. The school provides work related education for students from colleges in the area. These students integrate into the school with ease and offer valuable support to pupils. All adults in the school work together very well to provide equality of opportunity and treat pupils fairly, irrespective of their gender, ethnicity, prior attainment or social circumstance.
68. Other than in Welsh lessons and during registration in the under-fives and key stage 1 class, there is insufficient reference to the development of pupils' bilingual skills. Pupils are given insufficient opportunities to develop their ability to communicate in both Welsh and English. The curriculum ensures that pupils develop a good understanding of the culture of Wales. Pupils are aware that they live in Wales and they are familiar with many aspects of its culture and heritage.
69. The school has a very good policy to promote education for sustainable development and pupils are encouraged to show responsible use of the environment. Many outside agencies support sustainable programmes of work such as Pembrokeshire Health Promoting scheme, Global Connections and Eco West Wales. Health promoting status was achieved after working towards meeting identified actions. The school has planned to meet this

aspect of education very well, including the development of entrepreneurial skills and it takes very good notice of national and local priorities. Teaching staff have received an appropriate range of training for work related education. The provision is good and has a positive impact on pupils' understanding

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

Grade 1: Good with outstanding features.

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

70. The headteacher takes responsibility for planning and managing care arrangements for pupils who need extra support. He seeks and gets outside advice and support and is quick to inform and involve parents and carers. A qualified nurse is currently on the staff and her expertise and skills are used well. There is now a need to formalise some procedures and ensure, for example, that all staff have up to date training in child protection. This aspect of school is very good overall because pupils safety and care are given very good attention and the welfare of the children is always put first.
71. A few pupils have moved to the school from other schools and their parents told inspectors that they were impressed with the way the school cares and supports all individuals. They say communication is very good and that not only are they kept very well informed but also encouraged to get involved in their children's education when for example they are shown how to help with homework. They think more able pupils are also challenged effectively and inspection findings support this view. Teaching staff tell parents promptly if there are any difficulties in school.
72. Pupils are encouraged to behave sensibly and thoughtfully and try hard to gain "special mentions". Older pupils help look after the younger ones. Induction arrangements are very good because with such small numbers the school can afford to work flexibly with families. Health education is now effectively integrated into the curriculum and the school is committed to providing very high standards of personal and social education. This aspect is also very strong.
73. The headteacher is able to monitor attendance closely on a day-to-day basis because numbers are so small and the monitoring of both punctuality and attendance using the computer is good. Behaviour is also carefully monitored and support has been provided for a small number of older pupils new to the school in recent months. Early and appropriate action is an outstanding feature of provision for this group.
74. Provision for pupils with special educational needs (SEN) is very good. Currently, there are four pupils who receive support for special educational needs in the school. There are no pupils with physical or sensory disabilities.

Because of the very close relationship between teachers and their pupils, teachers quickly and efficiently identify those pupils with additional needs. Problems are diagnosed effectively and appropriate levels of support are given to pupils. The school makes good use of external agencies to help and advise on specific issues. The school meets all statutory requirements for its SEN provision. Parents are regularly involved in discussions regarding their child's progress and also the support they might offer at home. Individual education plans are appropriately detailed and are reviewed each term.

75. Support assistants offer empathetic support in classes; they ensure that pupils with SEN are able to access the full range of the curriculum. SEN pupils make good progress. Support for those pupils whose behaviour impedes their progress is good. They are fully integrated into mainstream classes; they are aware of their boundaries and generally behave in an acceptable manner. Members of staff recognise when there is a possibility of disruption from these pupils and they intervene effectively.
76. Governors are fully involved in ensuring the safety and wellbeing of pupils and take on their responsibilities effectively. They have approved a policy to promote racial harmony and the school in the recent past has welcomed pupils from Japan and Europe. No racist incidents have been recorded. Good links with Pembrokeshire College further promote the aims of the school in teaching pupils about other faiths, cultures and communities.
77. Very effective measures are in place to tackle bullying. This is taken seriously but is not an issue in this school. Some older boys who have significant behavioural difficulties are being well supported and making good progress after troubled times in previous schools. Very good account is taken of their backgrounds to identify and meet their needs. Boys and girls achieve similar standards although the school could be more proactive in eliminating gender stereotyping.
78. Governors have been involved in a recent audit to identify what alterations are needed to provide good enough access for disabled pupils. The new extension includes proper toilet facilities for wheelchair users and plans for a ramp are in hand. There is no vandalism to the buildings or to the site.

Leadership and management

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

Grade 2: Good features and no important shortcomings.

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

79. The leadership of the school is good and gives clear direction through very clear and well-considered aims. These are known and understood by all and are very relevant to the needs of the pupils, giving appropriate emphasis to the importance of modern technological advances. The school effectively promotes equality of opportunity for all the members of its community.
80. The acting headteacher has a clear vision and high aspirations of maintaining the existing above average standards and further developing them in new and exciting areas. This vision is shared and promoted by pupils, parents, governors and all who work at the school. Expectations are high and as a result there are high levels of consistency in all aspects of the school's work.
81. The school takes good account of local and national initiatives. The school was awarded the "Quality Mark" in 2001 and has received deserved recognition for the standard of the work that has been achieved over the past four years with the Pembrokeshire Health Promoting School Scheme. The school works very closely with other local schools and colleges to share teaching expertise and to enhance the learning experiences available to the pupils.
82. The school sets challenging but realistic academic and personal targets for all members of the school community. The school has been particularly effective in recent years and has rightly been proud of its record of reaching and often exceeding the group and individual targets that have been set.
83. Targets are well known to the pupils and the staff regularly monitor the progress of each child against the targets that have been set for them. Staff appraisal is used well to review standards and to plan additional staff training so that standards are raised still further in the areas identified.
84. Governors are fully involved in the life of the school, have a very clear understanding of their roles and responsibilities and play a very effective role in all aspects of strategic planning. They monitor all aspects of the school's provision with commendable rigour and meet all of their regulatory and legal requirements well. The school is aware of the need to improve the quality of some of its formal procedures in this regard.

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

Grade 2: Good features and no important shortcomings.

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

85. Communication between the members of staff is outstanding and as a result the school is a very inclusive community with a very positive ethos based on mutual trust and respect. All staff work together very well as a team and all leadership and management responsibilities are shared and are worked on by all concerned, as required.
86. Whole school self evaluation is a comprehensive and rigorous process based on the gathering of first hand evidence about the quality of teaching and learning and the achievements being made. This process is proving very valuable as circumstances change and the school adjusts to the new demands being placed on it. The process is completed with commendable honesty and accuracy and as a result of the careful analysis of trends over time the school generally has a very clear understanding of what it does well and where improvements are required.
87. All members of the school community are consulted regularly and the views of all staff, pupils, parents, governors and the local community are given due consideration when the school development plan is being drawn up and priorities for future action are being formulated. This is a good document that identifies responsibilities, sets clear time frames for the completion of projects and allocates the necessary time and resources with care and accuracy.
88. The management of financial resources is very good and great care is taken to ensure that available funding is targeted accurately to the key areas identified. Suitable care is taken to ensure that the actions that have been taken result in clear and measurable improvements. As a result of this clear and rigorous self-evaluation the school has achieved a good level of improvement since the last inspection.

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

Grade 2: Good features and no important shortcomings.

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

89. There are enough fully qualified and trained teachers at the school. The acting headteacher has been in this position for approximately 18 months and the assistant teacher has been at the school since the beginning of the current academic year.

90. There is very good investment in support staff who make a very valuable contribution to pupils' experiences and their standards of achievement. Many members of staff play several roles in the life of the school and this is beneficial in generating an excellent team spirit that provides pupils with a developing understanding of community involvement.
91. Members of staff are deployed well. Appropriate use is made of specialist teachers such as for music and physical education to supplement the expertise available in the school. Teachers access a good range of professional development courses and appropriate performance management arrangements are in place.
92. Learning resources are of sufficient quantity and good quality. Equipment for the under-fives is plentiful and appropriate. The recent large investment in information and communications technology is already beginning to have an impact on the pupils' experiences and the quality of their work.
93. The available accommodation is sufficient but there are no specialist areas such as a hall for physical education or whole school events. A multipurpose room is used for whole school meetings and as a dining room and this causes some disruption to the pupils involved. There is sufficient playground area and the school makes use of an adjacent community field for some outdoor activities. Stimulating displays of pupils' work enhance all areas of the school.
94. Very careful budgeting ensures that efficient and cost-effective use is made of the funds available. The governors and staff are proactive in searching for additional funding to supplement the normal school income. They have recently been successful in obtaining a very large sum of money to enhance the outdoor provision.
95. Resources are carefully matched to the priorities identified in the school development plan. A governors' committee meets regularly to monitor spending and the school provides good value for money.

School's response to the inspection

The staff and governors of Penally School recognise that the inspection findings matched very accurately the school's self-evaluation report. It was pleasing to have such judgements confirmed and has provided a valid base upon which the school can continue to develop. The judgements also reflected consistent quality across the seven key areas being grade 2 and above.

The school acknowledges with pride that its selection for a short inspection was based on the very good last inspection report and in the continued high attainment trend over the years for end of key stage assessments, being well above local and national averages. Significant in the findings was the report that staff and governors had worked hard to maintain the high standards noted in the previous inspection and had improved them still further.

As a small village school, it was good to find that the quality of provision for pupils merited outstanding features. The report makes clear that expectations are very high in Penally, pupils benefit from opportunities to apply literacy and numeracy skills in a wide range of other subjects. The quality of teaching is consistently good throughout the school and teachers are very skilled at blending together programmes of study from different subjects to make interesting and meaningful topics that stimulate and challenge the pupils. The report establishes that teachers get to know the pupils well and so have very positive relationships with all pupils who are given a lot of personal attention.

We are pleased that the inspectors reported that the children are happy, they have positive attitudes and consistently achieve well at all levels including under-fives, higher attaining pupils and those with S.E.N. It was noted that assessment procedures are good, reports are very detailed and thorough and parents have very good daily opportunities to visit and discuss issues with staff.

It was also reassuring to discover that the inspectors regarded the new vision and revised aims for the school, as that of a shared vision and that communication between all members of staff was judged outstanding. The school was considered a very inclusive community with a positive ethos. The governors are fully involved in the life of the school and credit was given to the very good links between local agencies, community and the church.

The school is currently in the process of updating its action plan in light of the recommendations made in the report. It is important to note that these had been identified within the school's self evaluation report and include:

Improving the use of incidental Welsh and so targeting the development of the provision for enhancing bilingualism and the formalising of some management systems and procedures to ensure that all statutory requirements are in place. In service training has already been identified and the school will monitor and record progress to governors and parents through termly and annual reports on the inspection recommendations.

Appendix A

Basic information about the school

Name of School	Penally Church in Wales VC Primary School
School type	VC Controlled
Age-range of pupils	3 - 11
Address of School	School Lane Penally Near Tenby Pembrokeshire
Post-code	SA70 7PW
Telephone number	01834 843152

Headteacher	Mr Graham Doney
Date of appointment	Acting Head since April 2003
Chair of governors/ Appropriate authority	Mrs Carol Cavill
Reporting inspector	Mr Tim Boyce
Dates of inspection	15 th - 16 th November 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	2	4	7	5	7	1	2	2	30

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	2	2	2.4

Staffing information	
Pupil : teacher (fte) ratio (excluding nursery and special classes)	12:1
Pupil : adult (fte) ratio in nursery classes	n/a
Pupil : adult (fte) ratio in special classes	n/a
Average class size, excluding nursery and special classes	15:1
Teacher (fte) : class ratio	1:1

Percentage attendance for three complete terms prior to inspection				
Term	R	KS1	KS2	Whole School
Autumn 2003	92%	93%	92%	92%
Spring 2004	84%	97%	94%	92%
Summer 2004	99%	95%	94%	96%

Percentage of pupils entitled to free school meals	9%
Number of pupils excluded during 12 months prior to inspection	0

Appendix C

National Curriculum Assessment Results

End of Key Stage 1:

National Curriculum Assessment KS1 Results 2004	Number of pupils in Y2	5
As the number of pupils eligible for assessment at the end of Key Stage 1 was greater than four but fewer than 10, overall performance indicators only are included.		

Pupils performed better than the national Welsh average in the assessments administered at the end of Year 2 in 2004. 100% achieved the core level indicator, with a better than average percentage achieving the higher level 3.

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	100	In Wales	83

- D Pupils who have been disapplied from the statutory arrangements
 W Pupils who are working towards level 1

National Curriculum Assessment Results
End of Key Stage 2:

National Curriculum Assessment KS2 Results 2004	Number of pupils in Y6	5
As the number of pupils eligible for assessment at the end of Key Stage 2 was greater than four but fewer than 10, overall performance indicators only are included.		

Pupils performed better than the national Welsh average in the assessments administered at the end of Year 6 in 2004. 87% achieved the level 4 or higher in each core subject, being 16% higher than the national Welsh average.

Percentage of pupils attaining at least level 4 in mathematics, science and English or Welsh (first language)			
By Teacher Assessment		By Test	
In the school	87	In the School	87
In Wales	70	In Wales	71

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

Appendix D

Evidence base of the inspection

- The inspection was carried out by a team of three inspectors over a period of two days
- Pre-inspection meetings were held with the headteacher, the staff and the governing body
- The school opted not to have a nominee on the inspection
- Eight parents attended a pre-inspection meeting
- Ten questionnaire responses from parents and carers were analysed and summarised
- All documentation submitted by the school was analysed and discussed, including the school self-evaluation report
- Pupils and nursery children were observed as they arrived and departed from school and during breaks
- Inspectors took the opportunity to talk to pupils and discuss their work at various times during the day
- Sixteen lessons or part lessons were observed
- Pupils were spoken to about a range of different topics
- Past pupils were spoken to about their experiences in school
- A wide range of pupils work was examined in all classes
- Inspectors discussed pupils' work both with the pupils and with class teachers
- Discussions were held with all staff
- The work of pupils with special educational needs was examined
- Documents relating to the financial management of the school were discussed
- Budget figures were examined
- Attendance and pupil records were inspected
- Inspectors attended assemblies and acts of worship.

Appendix E

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr T Boyce	How well do learners achieve? How effective are teaching, training and assessment? How effective are leadership and strategic management? How well do leaders and managers evaluate and improve standards?
Mrs M Morgan	How well do learning experiences meet the needs and interests of learners and the wider community? How efficient are leaders and managers in using resources?
Mrs C Roberson	How well are learners cared for, guided and supported?

The Contractor was

Evenlode Education Ltd
6 Abbey Close
Alcester
Warwickshire
B49 5QW

Acknowledgement

Mr Boyce and his team would like to thank the governors, the headteacher, the staff and all the pupils for the co-operation and courtesy they received during the inspection.

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

**Penally Church in Wales VC Primary School
School Lane
Penally
Pembrokeshire
SA70 7PW**

Summary for Parents

School Number: 668/3047

Date of Inspection: 15-16 November 2004

by

**Mr T. Boyce
W175/78727**

Date: November 2004

Under Estyn contract number: T/59/04P

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Basic information about the school

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Number of pupils	2	4	7	5	7	1	2	2	30

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	2	2	2.4

A SUMMARY REPORT FOR PARENTS

Penally Church in Wales Primary School was inspected as part of a national programme of school inspection. The purpose is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents more information about their child's school. A copy of this summary is sent to every family with a child at the school. **The full report can be obtained from the school.**

The inspection of Penally Church in Wales Primary School took place between November 15th and November 16th 2004. An independent team of inspectors, led by Mr Tim Boyce undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

- Grade 1** good with outstanding features
- Grade 2** good features and no important shortcomings
- Grade 3** good features outweigh shortcomings
- Grade 4** some good features, but shortcomings in important areas
- Grade 5** many important shortcomings.

Summary

Penally Church in Wales Primary School is a good school with no important shortcomings that serves its pupils and the community well. Some aspects of its provision are outstanding. Staff and governors have worked very hard to maintain the high standards noted in the previous inspection and to improve them still further. The inspection team generally agrees with the very accurate judgements made in the school self-evaluation document.

Table of grades awarded

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

Standards

The school has made good progress in addressing the key issues identified in the previous inspection. Skills in writing and ICT have been improved at KS2, where the quality of presentation is also much improved. Schemes of work have now been developed for all subjects whilst the school development plan is now a useful document that effectively drives improvement. The toilet facilities for the pupils are now much improved.

The overall quality of the educational provision for the under fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning.

Early Years children achieve very well in the key skills of listening and speaking and numeracy. They achieve well in reading and writing and in the use of information and control technology (ICT). Good features outweigh shortcomings in the development of English-Welsh bilingual competence.

At key stage 1 the pupils achieve very well in listening and speaking. Achievement is good in reading, writing and numeracy. In the skills of ICT and English-Welsh bilingual competence, good features outweigh the shortcomings.

At key stage 2 pupils achieve well in the key skills of reading and mathematics. In the skills of listening, speaking, writing and ICT good features outweigh the shortcomings. There are some good features in the development of pupils English-Welsh bilingual competence, but there are also some shortcomings in important areas.

Pupils' development of personal and social skills is good. Relationships are good and pupils of all ages co-operate together well in well-organised circle time sessions. They have positive attitudes towards their learning, learn independently and make good progress in developing problem solving skills in the school council. Pupils behave well and show respect for the views of others. Younger pupils and those in the Early Years behave very well. Attendance and punctuality are good.

Pupils' attainment in the end of key stage 1 assessments for 2004 was well above the local and national averages in reading and science. Standards were above average in writing and mathematics. Standards also compare very favourably when judged against similar schools. (Those with a similar number of pupils eligible for free school meals).

Pupils' attainment in the end of key stage 2 assessments for 2004 was above the local and national averages in English and mathematics and well above average in science. Standards also compare very favourably when judged against similar schools. (Those with a similar number of pupils eligible for free school meals).

All pupils make good progress towards fulfilling their potential irrespective of their ethnicity or social circumstance. Pupils with special educational needs achieve levels similar to their peers, as do higher attaining pupils. Boys and girls achieve

similarly well. All pupils have a good understanding of how well they are doing and what they need to do to improve.

The quality of education and training

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
37%	44%	19%	0%	0%

The quality of teaching is consistently good throughout the school. All of the teaching observed was at least good and very few lessons had any shortcomings. The proportion of lessons that have good features that outweigh shortcomings is well above the Welsh Assembly Government (WAG) target of 95%. The proportion of lessons seen where the teaching was good with no important shortcomings is well above the WAG target of 50%.

Teachers have good subject knowledge. They are very skilled at blending together the programmes of study from different subjects to make interesting and meaningful topics that stimulate and challenge the pupils. Teachers have very positive relationships with all of the pupils in the school, give them a lot of personal attention, and know them very well.

The teaching of the children in the nursery and reception years is very effective. Lessons that are planned and delivered to them are interesting and stimulating way and makes a very positive impact on the progress they make and the skills they are developing in all areas of learning.

Teachers give pupils good opportunities to apply their literacy and mathematical skills in a wide range of other subjects. Teachers make good use of ICT to support their teaching, but insufficient attention is given to promoting Welsh and consequently pupils' bilingual skills are under-developed.

Expectations are very high and as a result pupils want to do their very best. The self-confidence that develops has a very positive impact on the learning and achievements of all the pupils. Boys and girls achieve similar standards although the school could be more proactive in eliminating gender stereotyping.

Planning is good overall, and in key stage 1, where the class teacher only recently has taken up her post, it is particularly good with provision for the younger children being completely reorganised to very good effect. The planning for the early years, whilst of good quality does not match the headings of the Desirable Outcomes for Learning.

The school's curriculum successfully meets the needs of all pupils including the under-fives, higher attaining pupils and those with special educational needs, who all achieve well.

Assessment procedures in the school are good. Classes are small and teachers know their pupils very well. There are very good daily opportunities for parents to visit the school to discuss any issues they have regarding their children. Annual written reports to parents at key stages 1 and 2 are very detailed and thorough.

In the under-fives and key stage 1 class, there are good opportunities planned to ensure that pupils develop the key skills of literacy and numeracy. There are good opportunities for pupils to develop their numeracy skills at key stage 2, through subjects such as design and technology and science. Pupils benefit from a good range of extra-curricular activities. There are frequent visitors to the school who use their expertise to broaden pupils' experiences. A large proportion of pupils attend after-school clubs.

The provision for pupils' personal, moral and social development is very good, but there are limited opportunities for pupils to reflect on issues of a spiritual nature. Pupils develop a good understanding of the culture of Wales. They also have a very good understanding of environmental issues.

Very good links have been established with a range of individuals, agencies and institutions. Parents play a key role in the life and work of the school. The local community, including the church, plays a pivotal role in school life and vice versa.

The care arrangements for pupils who need extra support are very good although there is now a need to formalise some procedures and ensure for example that all staff have up to date training in child protection. Pupils are encouraged to behave sensibly and thoughtfully and try very hard to gain "special mentions". Older pupils help look after the younger ones.

Provision for pupils with special educational needs (SEN) is very good. Currently, there are four pupils with special educational needs in the school. Teachers quickly and efficiently identify those pupils with additional needs. Problems are diagnosed effectively and appropriate levels of support are given. The school meets all statutory requirements for its SEN provision.

Some pupils with behavioural difficulties are being well supported and are now making progress after troubled times in previous schools. Governors are fully involved in ensuring the safety and wellbeing of pupils and fulfil their responsibilities very effectively.

Leadership and management

The leadership of the school is good and gives clear direction through very clear and well-considered aims. The acting headteacher has a clear vision for the school that is shared by governors, parents and all who work in the school. Communication between the members of staff is outstanding and as a result the school is a very inclusive community with a very positive ethos based on mutual trust and respect. All staff work together as a team. The school effectively promotes equality of opportunity for all the members of its community.

Expectations are high and as a result there are high levels of consistency in all aspects of the school's work. The school sets challenging but realistic targets for all members of the school community. Staff appraisal is used well to review standards and to plan additional staff training. The school takes good account of local and national initiatives. It works very closely with other local schools and colleges to

share teaching expertise and to enhance the learning experiences available to the pupils.

Governors are fully involved in the life of the school, have a very clear understanding of their roles and responsibilities and play a very effective role in all aspects of strategic planning. The school is aware of the need to improve the quality of some of its formal management procedures.

Whole school self-evaluation is a comprehensive and rigorous process and staff and governors generally have a very clear understanding of what it does well and where improvements are required. All members of the school community are consulted regularly and their views are considered when priorities for future action are being identified. As a result the school has achieved a good level of improvement since the last inspection.

There are enough fully qualified and trained teachers at the school who are deployed effectively. Support staff make a very valuable contribution to pupils' standards of achievement. Learning resources are of sufficient quantity and good quality. The accommodation is sufficient and effective use is made of the limited space in the multi purpose hall/classroom for physical education and whole school activities.

The management of financial resources is very good and great care is taken to ensure that available funding is targeted accurately to the key areas identified. Very careful budgeting ensures that efficient and cost-effective use is made of the funds available. Resources are carefully matched to the priorities identified in the school development plan. The school offers good value for money.

Recommendations

In order to improve still further, the school needs to:

- R1 Improve the provision for the development of pupils' English-Welsh bilingual competence.
- R2 Further develop formal management systems and procedures to ensure that all statutory requirements, particularly those for child protection, are fully met.

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

Acknowledgement

Mr Boyce and his team would like to thank the governors, the headteacher, the staff and all the pupils for the co-operation and courtesy they received during the inspection.