

**INSPECTION UNDER SECTION 10 OF THE
SCHOOL INSPECTIONS ACT 1996**

PENNAR JUNIOR SCHOOL
Pembroke Dock
Pembrokeshire

School Number: 668-2248

Date of Inspection: 28-30 April 2003

by

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Registered Inspector

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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 age 18 is intended to ease communication among schools, governing bodies, parents and LEAs and emphasise the importance of continuity.

The term "Reception" (R) is applied to the year group of pupils in a primary school (not a nursery class) who attain the age of 5 during the academic year. "Year 1" (Y1) is applied to the year group of pupils who attain the age of 6 during the academic year and so on to Y13, the year group who attain the age of 18 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 (KS) 1 of the national curriculum consists of Y1 and Y2; KS2 of Y3 to Y6; KS3 of Y7 to Y9; KS4 of Y10 and Y11 (which is the final year of compulsory education).

GRADE DESCRIPTIONS

The five-point grading scale used to represent the main judgements in this report is as follows:

1. Very good: many good features, some of them outstanding.
2. Good: good features and no major shortcomings.
3. Satisfactory: good features outweigh some 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

Pennar Junior School is a community school for pupils between the ages of seven and eleven, which is situated on the outskirts of the small town of Pembroke Dock. Nearly all pupils come from the immediate area. There are 208 pupils on roll against an accommodation number of 242. Numbers have increased in recent years, reaching a peak in 2001 when there were 225 pupils on roll. Three of the nine classes are currently housed in temporary accommodation. No pupil has Welsh as a first language. All pupils come from white British backgrounds. About 75 per cent of pupils come from neither prosperous nor economically disadvantaged backgrounds. On entry to Year (Y) 3 children are neither advantaged nor disadvantaged. Although there is a full range of abilities amongst these pupils, on average pupils come with just below average standards. Twenty-four percent of pupils are considered eligible for free school meals. This is an above average figure. There are three pupils who have statements of special educational needs (SEN). The school has a designated “nurture” group funded by the Welsh Assembly for six pupils which includes some pupils from the nearby infant school. One teacher has retired during the current academic year and two teachers, including the previous headteacher retired in the previous academic year. Currently all but two members of staff have joined the school since the time of the last inspection.

The school has a clear and wide ranging statement of aims which stresses the importance of the all round development of pupils in a caring environment and an aspiration for all pupils to achieve well.

2. MAIN FINDINGS

The main findings of the report

Pennar Junior School is a good school with some strong features which provides well for its pupils.

- Standards achieved in the subjects of the National Curriculum (NC) are as follows:-

Subject	KS2
English	Good
Mathematics	Good
Science	Good
Welsh (as a Second Language)	Satisfactory
Design technology	Satisfactory
Information technology	Good
History	Good
Geography	Good
Art	Satisfactory
Music	Satisfactory
Physical education	Good
Religious education	Good

- Standards of achievement are good in 50 per cent of lessons seen and satisfactory in the remaining lessons.

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- At the end of Key Stage 2 (KS2) national assessments in 2002 results were below most schools nationally and schools considered broadly similar. This is in contrast to the previously above average results regularly achieved in the school. This fall is closely related to the larger than normal proportion of pupils who in that year sat the test and who had learning difficulties. Although these results were lower than normal, these pupils achieved well for them.
 - Standards in the key skills of speaking, listening, reading and the application of number are good. In writing standards are very good. In information and communications technology (ICT) standards are satisfactory. Teachers do not plan systematically enough to develop and apply pupils' knowledge and understanding in ICT in other subjects.
 - Provisions for spiritual, moral, social and cultural development is good overall. Provision for pupils' spiritual, moral and social development is good. Provision for pupils' cultural development is satisfactory. The school is only beginning to provide pupils with some experiences of non-European art but promotes pupils' understanding of Wales well through its *Cwricwlwm Cymreig*.
 - Arrangements to recognise and promote respect for individual differences of race and religion are implicit in the life of the school. Pupils have very good opportunities to learn about the democratic process from class and school councils.
 - Standards of behaviour are good and there are very effective arrangements for promoting good behaviour. Pupils' good behaviour and positive attitudes have a significant impact on the quality of their work.
 - Standards of attendance are at those expected nationally. Pupils arrive punctually. The school complies with the requirements of National Assembly of Wales Circular 3/99.
 - The quality of teaching is good. It has a significant impact on the progress pupils make. Good teaching is found across the school.
 - Overall the quality of teaching is very good in six per cent of lessons, good in 65 per cent of lessons and satisfactory in 29 per cent of lessons. No teaching seen was unsatisfactory.
 - Strengths in the teaching are:- teachers' knowledge and enthusiasm for their subjects for example, in English, positive and constructive relationships between teachers and pupils, skilful questioning to provide increasing challenge in the tasks. Very good demonstration of the skills to be learnt so that pupils have a clear picture of what they should aim to achieve, clear objectives for the lessons of which pupils are regularly reminded.
 - Where there are weaknesses in the teaching:- a lack of challenge for the different abilities in classes; the length of the lessons are too long so that some pupils become bored and do not give of their best for the whole of the time; in the hall in physical education, tasks are limited because the teachers are unable to use all the space to raise the standards further.
 - Teachers assess pupils' work thoroughly and accurately and there is an established process of setting short-term targets for pupils to reach. However in some circumstances, in some lessons, teachers do not make sufficient use of the information they have on the standards of individual pupils and groups to provide sufficient challenge for all of them.
 - The quality of the curriculum for KS2 is good and provides appropriately for pupils to be made aware of their own culture and that of others, although the contribution of non-European art is only beginning to be recognised in the art curriculum. The curriculum is significantly enhanced by the very good range, quality and quantity of out of school clubs and activities.

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- Procedures for the support, guidance and welfare of pupils are good. Child protection procedures are thorough. Pupils' well being is well promoted.
 - Provision for pupils with SEN is good and they are well supported by teachers and their assistants.
 - The provision for pupils who speak English as an additional language is good.
 - Partnership with parents and the local community is good. Parents have high regard for the school and support it readily. They are kept well informed of the life of the school and have ready access to teachers.
 - The partnership with industry is good. There are strong links with local companies and larger industrial and chemical concerns.
 - The quality of self evaluation is good. The headteacher and senior management team working with other staff and governors have a clear idea of the strengths and areas for development within the school. This information is now being well used to raise standards further.
 - Some co-ordinators, notably in English and mathematics have had significant opportunities to look at standards being achieved and have been actively involved in looking at the quality of teaching and learning in their subjects. They have also been able to look at first hand at the success of the initiatives they are pursuing. Other co-ordinators have not had the same planned opportunities.
 - The headteacher provides a strong, cheerful and purposeful lead and works closely and constructively with governors and staff. There is a clear sense of direction and enthusiasm from all involved in the school to continue its success. The governing body is committed to the school and judges the impact of its spending decisions carefully.
 - Day-to-day administration is efficient and unobtrusive.
 - There is a good match and provision of teaching and support staff to the needs of the school and the subjects taught.
 - Resources in KS2 are good, except in physical education where a significant amount of space in the hall is taken up with the storage of dining furniture. There is also a lack of large and fixed apparatus for gymnastics.
 - The school is well maintained and is bright and colourful. It provides a stimulating environment in which pupils are able to learn.
 - At the time of the last inspection diverse areas for improvement were highlighted. Overall there has been good progress towards addressing them. However there is still some work to do in raising standards in design technology and music so that they are in line with the good standards of achievement found in nearly all other subjects.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards Achieved in Subjects and Areas of Learning

Standards are good in most subjects.

- Standards of achievement in lessons observed were good in 50 per cent of lessons and satisfactory in the other 50 per cent of lessons seen.
- Starting from a just below average starting point, pupils achieve good standards in English, mathematics and science. In writing in English standards are well above average.
- In the national tests for eleven year olds in English, mathematics and science in 2002, results were below the national average and below the average for schools considered to be broadly similar. This was an exception to the previous trend of above average results and reflected the higher than usual number of pupils considered to have some degree of SEN. Bearing in mind the lower than normal starting points of these pupils, inspection evidence confirms that they achieved well for them.
- Results in the national tests from 1999 until 2001 have been generally above the national average and above the average for similar schools. In 2001 results in English, mathematics and science were well above most schools nationally and well above the average for schools in the unitary authority (UA).
- In both the national tests and in lessons observed there was no significant difference in the performance of boys and girls.
- Standards in Welsh as a second language are satisfactory within KS2. Standards in information technology, history, geography, physical education and religious education are good.
- Standards in design technology, art and music are satisfactory.
- Standards have remained the same as at the time of the last inspection in all subjects except in geography and religious education which are higher now than they were.

3.2 Standards Achieved in Key Skills across the Curriculum

Standards in key skills are generally good in KS2 in speaking and listening, reading and the application of number. In writing standards are very good. In ICT standards are satisfactory.

- Standards of speaking are good. There are good opportunities for pupils to talk purposefully about how to plan their work. They discuss ideas confidently.
- Standards in listening are good; pupils listen well for long periods and are attentive, particularly when the lessons are well taught.
- Standards in numeracy are good. Pupils are able to apply their knowledge of number to activities in geography, history and science.
- Standards in writing are very good. Pupils have very good opportunities which are well taken to write in different styles and for different purposes in subjects such as history and geography. They invariably take a pride in their written work and present it neatly.
- Standards in ICT are satisfactory. While pupils have a good range of skills in ICT, they do not have sufficient planned opportunities to use and apply these skills in other subjects. The school does not plan rigorously enough for this to occur.

4. ETHOS OF THE SCHOOL

4.1 Pupils' Spiritual, Moral, Social and Cultural Development

Provision for pupils' spiritual, moral, social and cultural development is good.

- The school successfully promotes a warm, caring, family atmosphere. There is a strong community spirit and the quality of relationships is good.
- Daily assemblies effectively celebrate pupils' success and impart information. The themes successfully reinforce moral values, promote social awareness and develop pupils' self-knowledge.
- Collective worship meets statutory requirements and makes a positive contribution to school life. Music, singing and the use of visiting speakers are used well to enhance these joyous and thoughtful occasions.
- Pupils are encouraged to have and display a good sense of right and wrong and to be honest and truthful. This is apparent in informal contact around the school and in more formally structured lessons in personal and social education and religious education.
- The caring ethos of the school positively encourages respect for self, others, and the environment. The school actively promotes positive values and attitudes. Pupils display a strong awareness of the needs of others and enjoy participating in fund raising activities for a wide range of charities.
- Staff provide good role models and pupils are encouraged to be thoughtful and considerate towards each other. They show respect and courtesy towards adults and each other. The older pupils take appropriate responsibilities, including caring for the Y3 pupils when they first enter the school, all of which contribute well to school life.
- The School's Council initiative further promotes good relationships. Pupils undertake their duties seriously and act responsibly.
- There are satisfactory opportunities for pupils to celebrate cultural differences and diversity through religious education, history, geography and music. However, the art of non-European cultures is under represented. The curriculum successfully reflects the language, culture and heritage of Wales. A Welsh ethos is successfully promoted through displays but the use of incidental Welsh is inconsistent throughout the school.
- A good range of interesting extra-curricular activities successfully enhances pupils' social development. Older pupils make residential visits that help to promote greater independence and co-operation.
- The school has a clear equal opportunities policy that promotes racial equality through its commitment towards promoting the self-esteem of all.
- The school successfully promotes pupils' spiritual, moral, social and cultural development. Their response to this provision is good.

4.2 Behaviour and Attitudes

Behaviour and discipline in the school is good.

- Pupils behave well in the classroom and out on the playground. They understand the need for school and classroom rules and this has a positive effect on the quality of learning in the school. Pupils welcome visitors to the school and are polite and helpful.
- The headteacher and staff work as a team to make sure that discipline is based on self-control and good behaviour is rewarded. The views of the governing body have helped to make the policy what it is and parents understand the school's policy and practice on behaviour. They are kept informed by a set of guidelines promoting positive behaviour which is given to all parents.
- Good behaviour is rewarded with praise and certificates are handed out each Friday assembly to pupils who have displayed good manners and acts of kindness. Parents are welcome to attend. Acts of poor behaviour are dealt with consistently and fairly. There have been no pupil exclusions during this academic year.
- Pupils are attentive in the classroom setting and quickly concentrate on the work given. They have good relationships with their teachers and the teachers know their pupils well. Most pupils display confidence and are eager to please.
- The school uses a series of imaginative measures to make sure that pupils are purposefully occupied at break times. As part of a local initiative, pupils have been taught how to play games using hoola hoops. Playground "peacemakers" are also successfully used to resolve small arguments between pupils. The School Council has had a positive effect on raising the self-esteem of pupils as they are contributing to the running of the school.
- Bullying is taken extremely seriously in the school. An anti-bullying policy is in place and all staff are encouraged to report incidents at once to the headteacher. Pupils know they must tell an adult if there is a problem. No acts of bullying were observed during the inspection.
- Mid-day supervisors have received effective training in promoting positive behaviour and this is evident in the good relationships that they have with the children. Lunchtime behaviour is good and pupils line up and wait for their meals patiently. All staff promote a positive attitude towards good behaviour and work as a team to make sure standards are good.

4.3 Attendance

Attendance rates are satisfactory and instances of unauthorised absence are minimal. The monitoring of absence and lateness is very efficient and has improved greatly since the last inspection when it was judged to be unsatisfactory.

- Attendance rates for the past three terms average 94 per cent.
- The majority of pupils are punctual and keen to attend school. Registration sessions and lessons start promptly.
- Registration is conducted efficiently and in accordance with statutory requirements. Registers are correctly marked and maintained and staff distinguish appropriately between authorised and unauthorised absence.

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- The headteacher and the school clerk monitor attendance and punctuality rigorously. Effective procedures are in place to encourage good attendance and punctuality, to ensure pupils' absence is adequately explained and to follow up situations where necessary.
 - The school makes very good use of an efficient computerised registration system, which provides staff with comprehensive information about attendance and enables the school to identify patterns of absence for individual pupils.
 - Regular and effective liaison takes place with the Pupil Support Officer (PSO).
 - Good attendance is celebrated and rewarded throughout the school. Many pupils have exemplary records of attendance.
 - The governing body is rightly concerned about the number of parents who take their children on holiday during term time. This has an adverse impact on the continuity of pupils' education and on overall rates of attendance for the school.
 - The school has reached its whole-school target of 94 per cent attendance rate and will increase its target to 95 per cent for the new academic year.

5 QUALITY OF EDUCATION

5.1 Teaching

The quality of teaching is good and is a strength of the school. The quality of teaching is at least satisfactory in all lessons inspected. In 65 per cent of lessons it is good and in six per cent of lessons it is very good. In 29 per cent of lessons teaching is satisfactory. The good teaching is distributed across the school.

Good features

- In the best lessons the teachers' knowledge and enthusiasm for the subjects are infectious and this helps to promote high standards of achievement.
- Relationships between the teachers and their pupils are very positive and based upon mutual respect. As a result pupils try hard to please their teachers who in turn warmly praise their pupils' efforts.
- The teachers use appropriate, specialist vocabulary and explain its meaning thoughtfully.
- Teachers' questioning skills are very good so that pupils are increasingly challenged to think more deeply to find solutions.
- Teachers set very good examples themselves, for example when demonstrating how to complete a movement in physical education and maintain a brisk pace to their pupils' learning by carrying out the activities very well alongside their pupils.
- The lessons begin purposefully because the teachers have carefully planned what they wish pupils to know and understand by its end. They remind their pupils regularly of what is expected of them and the time available to complete their tasks.

Shortcomings

- In some lessons, teachers do not provide sufficient challenge for the different abilities in the room and some pupils do not make the progress of which they are capable.

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- In some longer lessons, for example in some mathematics and English lessons, some pupils do not make the progress they could make in the time available because the tasks set are over-long and they lose interest and concentration.
 - In some lessons teachers are not able to extend the learning of their pupils further and help them to achieve the highest standards because the space is limited by the storage of other equipment.

5.2 Assessment, Recording and Reporting

The overall quality of assessment, recording and reporting is good. There is evidence of a gradual improvement in the implementation of assessment procedures since the last inspection.

- The school's assessment policy provides clear guidelines for recording pupils' progress.
- There is a policy for marking but this is not consistently implemented and therefore pupils are not always given clear guidance on how to improve their work.
- In the best practice, there is regular and constructive marking of pupils' tasks with feedback to them. Follow up support is given and agreed targets are set for future work.
- Good use is made of the information gained from Y2 teacher assessments.
- A wide range of standardised tests and teacher assessments are used each term to record pupils' achievements and progress in English, mathematics and science. These are used well to project levels in NC tests, and to identify pupils who are under achieving.
- The school's assessment policy provides clear guidelines for recording pupils' progress in English, mathematics and science. However, the tracking of pupils' progress is not consistently used to improve their performance by setting individual or group targets and adjusting teaching and learning strategies.
- In some classes, the framework for teachers' weekly plans is only used for whole-class planning and is not used to help to match pupils' work more closely to their capabilities.
- The pupils are involved in setting their own targets in order to improve the standard of their work. At present these only refer to English and behaviour.
- A record of achievement file is kept for each pupil to provide a picture of progress and achievement over time.
- A collection of pupils' work has been compiled in English. This collection of work has been assessed and annotated. Collections of work and photographic evidence have not been compiled in other subjects.
- Reports to parents indicate clearly, what pupils know and understand within the NC. Appropriate targets for further development are included.
- The school successfully analyses assessment data in order to assist in improving pupils' performance and analyses test results for girls and boys separately.

5.3 Curriculum

The quality and organisation of the curriculum are good. It is wide and interesting and includes all the subjects of the NC and religious education. The curriculum is accessible to all pupils including those with SEN. Arrangements for pupils who have English as an additional language are good.

- Good opportunities are provided for pupils to learn about Welsh culture and heritage and that of the local area. A strong feature is the use of the locality.
- The quality of planning for the development of key skills is generally good except for planning to utilise and apply pupils' skills in information technology across the curriculum. Teachers do not include in their medium term plans in other subjects, how pupils should put their growing competence in information technology to best use.
- There are detailed plans and schemes of work for pupils in all subjects. A particular strength is the high quality of planning in English. The scheme for physical education is in the process of completion. These schemes give a clear guide to identify learning objectives and what teachers should plan to teach and when. They are generally well used except occasionally when some lessons are over-long and provide insufficient challenge for some pupils.
- There is very good provision for pupils with SEN. The school does not currently have any pupils who are identified as particularly gifted or talented.
- Provision for homework is good and pupils homework is well matched to work going on in school.
- The school provides a very wide range of extra-curricular activities to which all teachers and adults make a significant contribution. These opportunities include a range of sporting and cultural activities in which pupils reach high standards and achieve success in local competitions.
- There are good opportunities for pupils to be made aware of the world of work and links with local industry are well developed.
- The curriculum recognises the rich cultural diversity of modern society and promotes harmonious attitudes to differences of race and religion, but does not give enough emphasis to the achievement of non-European artists.
- There are appropriate opportunities to recognise and promote respect for individual differences of race and religion and for pupils to be made aware of the democratic process through class and school councils.

5.4 Support, Guidance and Pupils' Welfare

The quality of support and guidance and the attention paid to pupils' welfare throughout the school are good.

- The school places a high priority on the pastoral care of pupils. The headteacher and staff know pupils well, and good procedures are in place to monitor and support pupils' academic progress, their social development and their personal well-being.
- Pupils work and play in a caring, supportive environment where they feel secure and valued by staff. They readily turn to adults for help and support and are listened to and treated with respect. The quality of relationships between staff and pupils is very good and this contributes significantly to pupils' self-esteem, confidence and positive attitudes.

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- Pupils are encouraged to become actively involved in decision making within their school. The class and school councils are very good forums where pupils' concerns, ideas and opinions are sought. The headteacher, staff and governing body listen carefully to pupils' recommendations and often act upon them. Pupils are given a sense of ownership of their school and they respond maturely to their responsibilities on the councils.
 - All appropriate policy and procedures for dealing with child protection issues are in place. The school enjoys good working relationships with social services and other external welfare agencies.
 - The school places great importance on the personal and social education (PSE) of pupils and an effective PSE programme is in place. Aspects of hygiene, health, personal and emotional well-being are incorporated into the programme and teachers are skilled at delivering these topics with tact and sensitivity. Within the PSE programme, the introduction of 'discussion time' has contributed significantly to the development of pupils' self esteem and confidence.
 - Pupils are well supervised at break and lunch times and mid-day supervisors make a valuable contribution to the care and welfare of pupils.
 - All pupils are fully included in the life and work of the school. Good policies and procedures for equal opportunities and social inclusion are in place.
 - The school has a detailed policy and set of procedures to promote health and safety, including risk assessment, which are monitored and implemented by the headteacher, staff and the governing body. Some shortcomings in health and safety procedures have been discussed with, and acknowledged by, the school.

5.5 Provision for Pupils with SEN

The school makes good provision for pupils with SEN.

- Pupils on School Action and School Action Plus of the new Code of Practice for Wales in Special Educational Needs are well catered for. This applies to those pupils who have SEN. They have Individual Education Plans (IEPs) and specific targets which are regularly reviewed to check progress.
- Individual learning and behaviour targets within the IEP are agreed and reviewed termly. There is good parental involvement in this process. Statutory reviews of statemented pupils are carried out in line with agreed local practices and procedures.
- The special needs co-ordinator (SENCO) meets with individual class teachers to agree upon what targets should be set for individual pupils. Class teachers use a computer generated program to set individual pupil targets and short-term goals. Parents are invited to comment on the proposed targets and the child is involved at this stage. Once fully agreed the IEP is retained in school and a copy is sent home. The emphasis placed by the school on meeting individual pupils' needs ensures they generally make good progress.
- The SENCO, who is well supported by the headteacher, is responsible for making sure that all IEP's are appropriate and that the targets build upon pupils' achievements. Targets within the plan are shared with the child successfully through ideas such as placing them on display on the classroom tables to remind the learners what they are supposed to be doing.
- The use and effective deployment of Learning Support Assistants (LSAs) in the school is a strength of the provision. The school employs a large number of LSAs. They are

gainfully employed in roles such as helping individual pupils with specific medical conditions and needs to access the whole curriculum.

- Learning Support Assistants are closely involved in the various schemes the school uses to help support pupils with reading, writing and spelling problems. The use of a good range of reading and general literacy recovery programmes means that pupils' progress is carefully tracked and measured and pupils' achievements are consistently good.
- The school benefits from a Welsh Assembly Government funded nurture group co-ordinated by the local authority. This small group of pupils includes children from the local infants schools. This promotes social skills such as having a breakfast together. Basic literacy and numeracy skills are also given good emphasis in it.
- The children in the nurture group are carefully selected and return to their own classes each afternoon. Parents are welcome to visit the group at any time. The standards of behaviour in the group and pupils' progress in reading and mathematics illustrate that this provision has a positive effect on pupils' standards of achievement.
- The school makes effective links with outside agencies including the educational psychologist and the visual impairment support service to help pupils maximize their potential. There is an identified governor responsible for SEN who is aware of the school's approach and methods to tackle SEN. The governing body is fully committed to making financial resources available for SEN pupils on a fair and equal basis.

5.6 Partnership with Parents and Community, Schools and Other Institutions

The school places great value on its relationship with parents and community, schools and other institutions and enjoys good partnerships in all these areas.

- Many parents are highly supportive of the school. They appreciate its welcoming nature and value the ready access they have to the headteacher and staff. Parents express a high level of satisfaction with the aims and values of the school and the high expectations of good behaviour and achievement that the school successfully promotes. A useful home/school agreement has been drawn up, which has readily been accepted by the majority of parents.
- Parents are kept well informed through regular newsletters, an informative annual report of the governing body and by daily, informal contact with the headteacher and staff. The school prospectus is a useful document providing valuable information for parents but, in its present form, it fails to include all statutory information. Consultation meetings with teachers to discuss children's work and progress are very well attended by parents.
- Parents and friends make a valuable contribution to the life and work of the school. Many give freely of their time helping out in the classroom, accompanying pupils on educational visits and in fund-raising for the school. The school has no formal Parent and Teacher Association (PTA) or similar organisation but parents and friends organise social and fund-raising events, which enhance links with the local community and provide the school with a valuable source of additional income. The contribution of parents and friends is greatly valued by the headteacher and staff, and parents and other voluntary helpers make a positive contribution to pupils' learning.
- Good pastoral and administrative links have been developed with the infant schools from which pupils transfer and with the receiving secondary school. Curriculum links are developing well with all schools; regular liaison meetings, an exchange of information

and ideas, teacher exchanges, joint in-service training (INSET) and the introduction of bridging units that span the key stages help to promote continuity of education for pupils. Arrangements for the transfer of pupils are good and ensure that new pupils settle quickly into Y3 and that Y6 pupils look forward to secondary school with confidence.

- The school enjoys a close partnership with Trinity College, Carmarthen and regularly provides training facilities for student teachers. Pupils from local secondary schools also regularly undertake work experience placements at the school. Students are well supported by staff and they make a positive contribution to the life and work of the school.
- The school is valued by the community which it serves and enjoys good links within the local community. Productive links with local churches, chapels, the local hospital and sporting clubs are particularly beneficial, and fund-raising for local and national charities is a successful feature of school life. Good use is made of the community as a learning resource; educational visits and the expertise of members of the local community make a positive contribution to pupils' standards of achievement in a number of curriculum areas. Pupils are proud of their community and regularly serve the community by supporting a range of cultural, civic and environmental initiatives.
- Overall, the productive links that the school enjoys with parents and community, schools and other institutions have a positive impact on pupils' motivation, standards of achievement and personal development.

5.7 Partnership with Industry

The school's partnership with industry is good.

- The school has made good progress in developing a partnership with industry, business and commerce and staff make good use of industry links to support work in a number of curriculum areas.
- The school has a brief, but useful, policy for industry links and a number of effective strategies are in place to raise the economic and industrial understanding of pupils and give them insight into the world of work.
- The school is developing a good working partnership with Education and Learning, Wales (ELWa). One member of staff has undertaken a relevant industrial placement, which has contributed to staff development and enhanced curricular provision for pupils. There are plans for staff to undertake further placements in the future.
- Through their visits to a variety of retail, commercial and industrial sites including shops, supermarkets, a hospital, a garden centre and a newspaper printing works, pupils are gaining first-hand knowledge of different working environments and an understanding of the variety of work undertaken in their locality. Teachers also welcome personnel from a wide variety of professions and occupations to speak to pupils about their work. This has a positive impact on pupils' learning.
- Pupils have been involved in the design and development of their school garden. They have visited a garden centre and worked closely with a professional landscape gardener. Their enjoyment in the project is evident and they are justly proud of their finished garden.
- Older pupils have the opportunity to engage in an enterprise scheme, running the school's healthy eating tuck shop. This has given pupils good insight into the running of a successful business.

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- Pupils are beginning to recognise the economic and industrial changes taking place in Pembrokeshire, and in their locality in particular. They understand the importance of the dockyard in the history of the area and recognise the significance of tourism to the economic prosperity of the county.
 - Older pupils' understanding of the work of the emergency services has been enhanced by the school's involvement in the 'Crucial Crew' programme.
 - Local business, industry and commerce view the school in a positive light and are supportive of the school. Sponsorship has been received from a number of local organisations, and businesses regularly assist the school in its fund-raising activities.
 - The headteacher and staff are committed to the continuing development of a dynamic partnership with industry. The links already established contribute considerably to pupils' learning, motivation and standards of achievement.

6. MANAGEMENT

6.1 Quality of Self-Evaluation and Planning for Improvement

The quality of self evaluation and planning for improvement is good.

- The headteacher has a clear vision for the school and is actively involved in monitoring pupils' progress.
- There are good arrangements to involve the senior management team, co-ordinators and teachers in evaluating the needs of the school and in planning to address them.
- There are well established procedures for some co-ordinators; notably in English, and mathematics to monitor the quality of teaching and learning and the success of initiatives they are pursuing. These opportunities have not been extended on a planned basis to involve all co-ordinators.
- Governors are well informed of the school's priorities and needs.
- The school development plan (SDP) is detailed with realistic timescales and challenging targets.
- The school analyses its NC test results carefully and uses that information well to help raise standards further.

6.2 Leadership and Efficiency

The quality of leadership and efficiency provided by the headteacher, senior management team and governors is good.

- The headteacher provides a strong, cheerful and purposeful lead to the school. He works closely with governors, parents and teachers to promote a very strong sense of community and joint commitment.
- There is a clear sense of direction to the work of the school and a determination to continue to improve further all aspects of the school.
- There is a detailed, relevant statement of the school's aims. These aims are clearly borne out in the way the school is organised.

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- The headteacher has a good over-view of the standards pupils achieve and of the progress of individuals and groups of pupils.
 - The senior management team and some co-ordinators have worked effectively to ensure that teachers plan and teach in similar ways, for example, in English and mathematics.
 - However, while some co-ordinators have good opportunities to visit classes to look at the quality of teaching and learning going on in their subjects and to evaluate the success of initiatives they are pursuing, these opportunities have not been extended on a planned basis to all co-ordinators.
 - The administrative procedures are efficient, smooth and unobtrusive. The day-to-day management of the school is calm, good natured and effective. Parents and visitors are made to feel welcome.
 - The chair of governors is very well informed and provides an energetic and committed lead to the governing body, working closely with the headteacher and staff.
 - The chair of finance gives a strong steer to the management of the school's finances. Governors are kept well informed of the budget and of the outcomes of their spending decisions. They have a clear understanding of how to ensure that their decisions produce best value for money.
 - Governors are conscientious and supportive of the school. The governing body is appropriately involved in the process of drawing up the school development plan which is closely related to the school's budget.
 - The organisation of timetables in some classes by the headteacher and senior management team does not always result in the time set aside for teaching being used effectively. Some lessons are over-long and as a result some pupils lose interest and enthusiasm.

6.3 Staffing, Accommodation and Learning Resources

The provision of staffing, accommodation and learning resources in the school is good.

- The school is well staffed for the number of pupils on roll. The condition and maintenance of the site is good. Learning resources are of good quality and quantity and are accessed easily.
- Teaching staff have the necessary experience and qualifications to teach the NC. They work well together as a team. A particular feature of the school is the large number of LSAs who alongside the teaching staff contribute much to the quality of learning that takes place.
- In-service training is regularly held for staff and all have the opportunity to attend relevant professional development courses which have an impact upon raising standards of pupils' achievements. Staff are able to share what they have learned with colleagues in staff meetings and resources are shared for all to use. Newly qualified staff are welcomed into the school through an effective induction programme.
- The school has a system to make sure that all staff meet the headteacher to discuss their professional development needs and how the school is to improve the quality of education it offers. Suitable arrangements for Performance Management are in place and staff have received appropriate training in this system.

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- The school secretary carries out the day-to-day administration efficiently and professionally. The cleaning arrangements ensure that the school is a pleasant working environment for all. Classroom and shared area displays are attractive and enhance the learning environment.
 - The school's accommodation is good. Classrooms and teaching areas are suitable in terms of size and space. Good use is made of all available space in classes and storage of resources is adequate. However, the computer suite does not allow all pupils from larger classes to work together with their teacher.
 - The lack of floor space in the school hall as a result of the storage of cleaning equipment limits what pupils can achieve in physical education indoors.
 - The school has suitable hard surfaced areas for playtimes and outdoor games. The school field is well maintained and is used for games when the weather allows. Much has been done to the garden area next to the main building to make an attractive feature.
 - Resources for learning are good except for gymnastics in physical education. The school has invested heavily in the purchase of new laptops for the recently refurbished computer suite and this has positive effects on standards of pupils' achievements.
 - The school makes good use of the local environment to make sure that pupils have good quality learning experiences.

7. SUBJECTS AND AREAS OF LEARNING

Standards achieved by pupils

English

Standards of achievement in English are good.

Good features

- The majority of pupils attain standards at least in line with the national expectations and a significant proportion exceed these targets by the end of Y6.
- Nearly all pupils listen attentively and respond confidently to questions. They collaborate purposefully during small group work. By the end of KS2, pupils express their opinions well and take the views of others into account, for example when taking part in their class and school councils.
- Pupils are able to adapt their speech to different circumstances, for example in role play.
- The standard of reading is good throughout the school.
- Pupils' skills in applying what they know about the sounds letters make are well used to read unfamiliar words. Pupils read with good expression and talk enthusiastically about different authors and the books they are reading. They have a secure knowledge of books they have read previously including a good range of Welsh novels and folk tales. They empathise well with characters and events in their stories.
- In writing pupils achieve very good standards across the school. By the end of Y6, many pupils are able to write independently with very good letter formation and spacing. They spell common words accurately and take a real pride in presenting their work very neatly.

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- Within KS2, most pupils use an appropriately wide range of styles and a variety of genre for example when transforming a story into a dialogue or when re-writing extracts from some of Shakespeare's plays.
 - Pupils are able to write regularly for different purposes. They are able to organise their writing logically and draft and revise their written work independently.
 - Pupils are able to punctuate accurately and have a good understanding of the rules of punctuation. For example, in one lesson in Y3, pupils knew that when writing dialogue in a play, speech marks should not be used.
 - There are appropriate arrangements for pupils who have English as an additional language to be supported.

Shortcomings

- There are no significant shortcomings.

Mathematics

The standards of achievement in mathematics are good.

Good features

- Most Y3 pupils know whether to add, take away, multiply or divide to solve simple problems.
- These pupils are able to use units of time and know the relationships between them. They make satisfactory estimates of different lengths in centimetres or metres and weight in kilograms and grams.
- Most Y4 pupils know by heart their times tables. More able pupils choose and use appropriate number operations to solve problems explaining their methods and reasoning. Most pupils recognise simple equivalent fractions.
- They are able to convert improper fractions to mixed numbers. The more able pupils can use simple diagrams and write statements to illustrate pairs of equivalent fractions. They use a written method to multiply a two or three-digit number by a simple digit, explain it and check by approximating.
- They recognise parallel and perpendicular lines and properties of rectangles and triangles.
- By the end of the key stage, most pupils know by heart square numbers to at least 12 and corresponding square roots. They can explain the value of each digit in a number with six or more digits and write in figures numbers like 2,056,030. Most can multiply or divide whole numbers by 10 or 100 and decimal numbers by 10. The more able pupils can multiply a decimal by 100 and by multiples of 10.
- They identify and use the appropriate operations (including combinations of operations) to solve word problems involving numbers, quantities and percentages and explain their methods and reasoning.
- Older pupils know the relationships between metric units and change one to another for example grams to kilograms and millilitres to litres and vice versa.
- These pupils find the mean of a set of data and answer questions about conversion graphs and pie charts.
- They use their mathematics vocabulary confidently.

Shortcomings

- Standards in investigative work are not as high as in other areas of their subject.
- Standards in the use of ICT to explore mathematical patterns and data, see connections, and make, test, modify and justify generalisations are only satisfactory.

Science

Standards of achievement in science are good.

Good features

- Younger pupils are able to classify materials according to their properties and can sort out magnetic from non-magnetic items. They know the difference between natural and man-made materials and can plan investigations to carry out a fair test.
- Younger pupils know that light comes from a variety of sources, including the sun and that light can be “blocked.” They observe, explore, ask questions and are given opportunities to come up with ideas for their own investigations. Pupils are able to predict possible outcomes of their investigation and they collect information to help test their idea from a variety of sources such as textbooks.
- They are able to identify solids and liquids through hands-on investigation and to suggest investigations to test which liquids can be turned into solids and vice versa. They discuss ways in which their investigation can take place and agree as a group on how to carry it out.
- They have a wide range of scientific vocabulary and this is shown when they describe how a simple electrical circuit works. Pupils know the difference between a conductor and an insulator. They can take measurements with a thermometer and can record and interpret their own results.
- Pupils’ investigative skills are well developed. Good use is made throughout the school of planning boards to illustrate the scientific enquiry process and help pupils to understand what is involved.
- Pupils have a good understanding of a “healthy eating” diet and are aware of the need to exercise to strengthen and maintain their bodies.
- Older pupils have a secure knowledge of the life cycle of a flowering plant. They understand that plants grow in a variety of climates and habitats. Pupils systematically check the growth of a number of flowering plants and send this information via the Internet for other schools to use as part of an all-Wales project.
- Older pupils are able to work co-operatively as part of a group investigating vibration as a source of sound. They understand that results can be shown as a table, graph, diagram, chart, drawing or piece of writing. They are able to explain how the movement of the air causes the sound to occur.

Shortcomings

- There were no significant shortcomings in the work seen.

Welsh second language

The standards of achievement in Welsh are satisfactory.

Good features

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- Year 3 pupils have a satisfactory vocabulary on a variety of topics. These pupils are able to answer in complete sentences and can ask questions themselves. Their pronunciation is good.
 - Year 4 pupils know the days of the week and can describe the weather. They are able to answer questions in the present tense on the term's topic in the affirmative and negative. They can complete sentences using flash cards.
 - Year 5 pupils read a 'Big Book'. They know the names of a variety of clothing and use the vocabulary confidently when answering sentences. Their writing development is progressing appropriately.
 - By the end of the key stage, they use an increasing range of phrases and sentence patterns in the present and past tense with some accuracy. They confidently express an opinion, for example, about television programmes, books and videos. They work well in pairs to read an interesting dialogue and the majority of pupils are able to create their own dialogues and present their conversations to the class.
 - They make further progress with their writing.

Shortcomings

- Pupils lack confidence to apply language skills in different settings.

Design and technology

The standards of achievement in design and technology are satisfactory.

Good features

- Pupils have regular experiences of the design and make process; they carry out a five half-day project each half term. Pupils plan out what they are going to make, record their designs, identify the resources they wish to use and evaluate their products.
- Year 3 pupils successfully design and make glove puppets using an appropriate range of materials. They have a good understanding of the need for hygienic conditions when cooking.
- When preparing to make African masks, Y4 pupils look at a variety available before designing their own. The planning sheets list the materials required, the type of decoration needed and the tools they will need. More able pupils confidently use reference books to research masks in greater detail. Previous work shows that they have designed and made packaging for an Easter egg. They work from clear drawings which indicate measurement to inform the making. They select their own materials and colours and use skills learnt in art and information technology for the lettering and graphics.
- Year 5 pupils successfully use levers and linkages to create a moving page, which they have designed for younger pupils. They apply their knowledge of electricity and switches for a purpose to make a double flashing lighthouse.
- At the end of the key stage, pupils design and make a boat which will float and carry a cargo. They successfully join and combine materials and components in temporary and permanent ways.
- In making educational board games for younger pupils, they analyse existing board games, design and complete questionnaires, plan their product and produce good quality games. They evaluate their product throughout the process, both orally and in writing.

Shortcomings

- Pupils in some classes do not make a wide enough range of products or extend the range of tools they work with. Consequently the systematic acquisition and use of skills are limited.

Information technology

The standards of achievement in information technology are good.

Good features

- Younger pupils confidently enter information into a spreadsheet. They create vertical and horizontal bar charts and answer questions relating to the data. They use an art package to design flowers and create attractive wallpaper designs in the style of William Morris.
- They measure the growth of plants and attach the data to an E-mail that they send to a web site, which is dedicated to researching climate change in Wales.
- Year 5 pupils successfully learn techniques to create, move, rotate and change the size of graphic elements in order to create an object in the style of Matisse's 'The Snail'. They consolidate their word processing skills when writing articles for the school's web page.
- They use an information-handling package to store information and produce graphs in their geography topic.
- Year 6 pupils successfully use three different search engines to find information on the term's topic. They understand the need to be specific in their search. They incorporate text, pictures and sound to create an interesting multimedia presentation on the term's history topic 'The Victorians'.

Shortcomings

- There are no significant shortcomings.

History

Standards of achievement in history are good.

Good features

- A thoughtfully planned series of topics enriches pupils understanding of local, national and international history. Pupils are aware that the past plays a strong role in shaping the present and the future.
- Younger pupils display a good knowledge of the Celts. They understand how the Celts lived and how they went about making their own clothes. Pupils are beginning to understand chronology and how timelines help them to place events on a meaningful scale.
- Pupils are able to view and make informed judgments about first and second-hand sources of evidence in their local studies. Visits to Castell Henllys, the Tudor Merchant's House, Big Pit and Carew Castle have a good impact on pupils' understanding and knowledge of the relevant period.
- Presentation of work is good and there are cross-curricular links with Art to produce three-dimensional models of Celtic Roundhouses. The use of display models and digital photographs reinforces pupils knowledge of what they have experienced.
- Pupils respond well to visitors who talk to the children about coal mining in Pembrokeshire and life as an evacuee. Written follow-up work illustrates that pupils ask and answer questions about the past using historical sources.
- In the older classes pupils describe some of the main events and significant changes which occurred in Britain during World War II. They are aware of and can explain

aspects of rationing and how propaganda was used in Great Britain and Germany as a tool to control the populations. They produce poems and letters which shows that they have empathy with the people of this time.

- Older pupils are able to give some of the causes and consequences of World War II and have a good knowledge of the lives of some prominent historical figures of this age, such as Winston Churchill and Adolf Hitler. Pupils understanding is helped by the use of websites which simulate what happened during the war.

Shortcomings

- There were no significant shortcomings in the work seen.

Geography

Standards of achievement in geography are good.

Good features

- Pupils have a good understanding of the geographical features of their local area and coastal regions.
- Older pupils are able to appreciate that factors such as weather and amenities impact upon the local tourist industry.
- Pupils are well aware of environmental changes and the potential for damage caused by human activities and industry.
- Pupils have a firm understanding of some of the major geographical features of France including its river systems and mountain ranges. They know something about the climate and features around the area of Montreuil.
- Pupils are able to interpret simple maps and use symbols to represent geographical features.
- Pupils are well aware of the importance of sustainable growth.

Shortcomings

- There are no significant shortcomings.

Art

Standards of achievement in art are satisfactory.

Good features

- Pupils use the skills and techniques of drawing and sketching well.
- Good use is made of sketch books.
- Pupils work confidently using a range of different media including paint, charcoal, pencil and crayons. They have a good understanding of colour mixing and how to develop tone and texture in their work.
- Pupils appreciate the link between art and designing for a purpose, for example when depicting sweet packages.
- In some classes pupils use the computer to generate successfully repeating patterns.
- Pupils are aware of the work of a range of famous European and Welsh artists. For example, in Y5 pupils have looked at Robert Delaney's work "Homage to Bleriot" and

Y6 have studied Pablo Picasso's "Weeping Woman". Pupils have looked critically at Richard Wilson's paintings and at Celtic designs.

Shortcomings

- Pupils' knowledge of non-European art is limited because the work of non-European artists has previously been under-represented in the KS2 curriculum.
- The standards in three-dimensional work are not as high as in other areas of this subject because pupils have had limited opportunities to learn how to design and make sculptures and other three-dimensional representations.

Music

Standards of achievement in music are satisfactory.

Good features

- The standard of singing in the school is good. Pupils sing tunefully and with feeling. They are able to sing "in the round" during assembly and perform a variety of songs with enjoyment.
- Older pupils are able to appraise their own singing and that of others in their class. They are able to provide helpful feedback to one another on what is good and what needs improvement.
- A small number of pupils are receiving specialist teaching for violins, woodwind and brass instruments. These pupils are able to read simple music notation and achieve good progress. They play their musical instruments with accuracy and competence.

Shortcomings

- Standards in composing and performing are below standards in singing and pupils' knowledge of how to record and perform their work is under-developed.
- Pupils have little knowledge and limited appreciation of some aspects of music from world cultures.

Physical Education

Standards of achievement in physical education are good.

Good features

- Pupils have a good understanding of the importance of "warming up" and "cooling down" before and after exercise.
- Pupils have a good understanding of the benefits of exercise and the effects upon their bodies. They make gains in their strength, stamina and endurance.
- Pupils work together sensibly and co-operate willingly in groups and in team games for example when learning how to strike and field the ball in rounders.
- In athletics, pupils demonstrate good levels of movement skills across a range of activities.
- Pupils are able to swim confidently and competently.
- Pupils from Y3 benefit from and improve their skills in team games through very good opportunities provided in and out of school.

Shortcomings

- Standards in gymnastics are not as high as they could be because the hall lacks large apparatus and fixed equipment, and sufficient space for extended activities.

Religious Education

Standards of achievement in religious education are good.

Good features

- Pupils understand the importance of caring for and respecting other people. This is developed with younger pupils through studies on friendship and serving others. They know that rules are important and help to make the school and the world a fairer place. They understand that religious beliefs are important to many people around the world.
- Pupils can describe the major events of the Christian calendar with confidence. Younger pupils retell the Christmas story and describe the main events at Easter with accuracy. Pupils demonstrate an understanding of faith as a result of visits to the local chapel and links with the local priest.
- Older pupils update the Ten Commandments to arrive at a modern-day version. They discuss important real-life issues maturely and arrive at group decisions. Pupils are aware that religious beliefs help shape society.
- Pupils have a developing knowledge and understanding of other major religions around the world. In a study of Judaism they understand the importance of items of clothing such as the kippah and the tallit. They are able to try on these items of clothing in the classroom and gain knowledge about the reasons why they are worn and why they are important to Jews.
- Older pupils study in greater depth other comparative religions. They demonstrate a good knowledge and understanding of Sikhism and Islamic practices and beliefs such as the Five K's and Five Pillars of Wisdom.

Shortcomings

- There were no significant shortcomings in the work seen.

8. SCHOOL IMPROVEMENT

8.1 Progress Since the Last Inspection

When Pennar Junior School was inspected in February 1998, the school was required to address a number of diverse key issues. Overall the main recommendations have been well addressed.

- Since the last inspection, standards of achievement amongst pupils with SEN have improved and they benefit from the good provision made for them. The school is careful to ensure that all pupils have equal opportunities to share all the experiences offered by the school.
- There has been some improvement in the provision for design and technology and music. However, while some pupils benefit from tuition from specialist teachers and they achieve well; overall standards in music and design technology are below those in most other subjects and are satisfactory.

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- The SDP is an effective working tool.
 - There has been good progress recently in setting individual short term targets for pupils and in predicting and tracking pupils' progress, particularly in English and mathematics.
 - Procedures for the recording and the following up of absences are now good.
 - Parents and other adults are welcomed into the school and parents feel that they have good access to their children's teachers.

8.2 Key Issues for Action

1. Raise standards in subjects where they are currently satisfactory, review the organisation of timetables to ensure that teaching time is always well used and that work is always well matched to the different abilities in classes.
2. Take steps to raise standards further in physical education by ensuring that the whole space designated for physical education in the hall is available for pupils to use in their physical education lessons and that there is an appropriate range of large and fixed apparatus for this subject.
3. Extend the roles of some co-ordinators so that all co-ordinators in the longer term have appropriately planned opportunities to visit classes to review the quality of teaching and learning going on and the progress of initiatives they are pursuing.
4. Raise standards in the use of ICT in other subjects by identifying in the school's medium-term plans for all subjects, appropriate opportunities to utilise and apply the skills and understanding pupils have in ICT and regularly review pupils' work to ensure this is taking place.

The school is aware of and has recognised the need to address some issues of health and safety and statutory omissions from its documentation.

APPENDIX

A. Basic Information About the School

Name of School	Pennar Junior School
School type	Community
Age-range of pupils	7-11
Address of school	Owen Street Pennar Pembroke Dock Pembrokeshire
Post-Code	SA72 6SL
Telephone Number	01646 684402

Headteacher	Mr M Rowlands
Date of appointment	September 2001
Chair of Governors	Mr M Cavaney
Registered Inspector	Mr P Mathias
Dates of inspection	28-30 April 2003

B. School Data and Indicators

<i>Number of pupils in each year group</i>					
Year group	Y3	Y4	Y5	Y6	Total
Number of pupils	47	50	50	61	208

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	10	-	10

<i>Staffing information</i>	
Pupil : teacher (fte) ratio (excluding nursery and special classes)	20.8:1
Average class size, excluding nursery and special classes	23.1
Teacher (fte) : class ratio	1.1:1

<i>Percentage attendance for three complete terms prior to the inspection</i>		
	KS2	Whole school
Spring 2002	94.95	94.95
Autumn 2002	93.36	93.36
Summer 2002	94.09	94.09

Number of pupils excluded during 12 months prior to inspection.	2
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C. Results of National Curriculum Assessments and Public Examinations

NATIONAL CURRICULUM ASSESSMENT RESULTS
END OF KEY STAGE 2: 2002

National Curriculum Assessment KS 2 Results: 2002							Number of pupils in Y6: 45						
Percentage of pupils at each level													
			D	A	N	B	W	1	2	3	4	5	6
English	Teacher assessment	School						10.7	17.9	67.9	3.6		
		National					1	6	17	46	30.0		0
	Test/Task	School		3.6				1.07	14.3	57.1	14.3		
		National	2	1	1			5	12	41	38	2	n
Mathematics	Teacher assessment	School							32.1	39.3	28.6		
		National					1	4	19	47	28		0
	Test/Task	School						3.6	39.3	35.7	21.4		
		National	5	1	1			4	19	43	30	5	n
Science	Teacher assessment	School							21.4	64.3	14.3		
		National						2	13	50	25		0
	Test/Task	School							21.4	53.6	25.0		
		National	2					1	10	47	38	2	n

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by Teacher Assessment		by Test	
In the school:	60	In the school:	55.6
In Wales:	63	In Wales:	63

D	Pupils who have been disapplied under sections 364 and 365 of the Education Act 1996.
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 not 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.
n	Tests do not cover these levels.
n/a	not applicable.

D. The Evidence Base of the Inspection

The inspection was carried out by a team of four inspectors over a period of three days.

- Pre-inspection meetings were held with the headteacher, staff and governing body.
- 17 parents attended a meeting with two members of the inspection team.
- 52 questionnaire responses were analysed and summarised.
- All documentation submitted by the school was analysed and discussed, including the SDP, policy and curriculum documents and teachers' planning files.
- Pupils were observed as they arrived and departed from school and during the mid-day and other breaks.
- At various times during the day, inspectors took the opportunity to talk to pupils and to discuss their work.
- Forty-eight lessons or part-lessons were observed.

- Pupils were heard reading and were examined in their knowledge and understanding of all subjects.
- A wide range of pupils' written work and other work was examined in each class.
- Inspectors discussed pupils' work with class teachers and examined assessment records.
- Discussions were held with the headteacher and 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 scrutinised and discussed.
- Budget figures were examined and discussed with the headteacher.
- Attendance and pupils' records were inspected.
- Inspectors attended acts of collective worship.
- There were post inspection meetings with the headteacher, staff and the governing body.

E. Composition and Responsibilities of the Inspection Team

Inspector	Type	Aspect Responsibilities	Subject Responsibilities
Mr P Mathias	RgI	The school and its priorities Main findings Standards of achievement by pupils Teaching Curriculum Self Evaluation and planning for improvement Leadership and efficiency Progress since the last inspection Key issues for action	English geography art physical education
Mrs J Warr	Lay	Attendance Support, guidance and pupils' welfare Partnership with parents and community, schools and other institutions Partnership with industry	
Mrs H Smith	Team	Pupils' spiritual, moral, social and cultural development Assessment recording and reporting	Welsh as a second language mathematics design and technology information technology
Mr R Lewis	Team	Behaviour Special educational needs Staffing Accommodation and resource	science history music religious education

The visiting inspectors wish to thank the governors, the head and all the staff for the co-operation and courtesy they received during the inspection.