

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

***Prendergast Infant and Early Years School
Prendergast
Haverfordwest***

School Number: 668-2216

Date of Inspection: 20-23 May 2002

by

***MR J HARRIES
Registered Inspector***

Date: 24 July 2002

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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

Prendergast Infant and Early Years School is situated in a northern suburb of the town of Haverfordwest in close proximity to the main Fishguard/Cardigan road. The school, built in 1962, is purpose built of modern design to cater for 194 pupils. It has a playing field and hard surfaced play areas ensuring a secure learning environment.

Approximately 95 per cent of the pupils are drawn from the town while around the remaining five per cent come from rural areas on the outskirts. Some 60 per cent of pupils come from relatively prosperous residential areas while some 40 per cent come from areas described as being neither prosperous nor economically disadvantaged. At the time of the inspection, there were 199.5 (full-time equivalent) pupils on roll which includes 25.5 full-time equivalent nursery children, representing the full range of ability. The school accepts children of parents based in Prendergast on a temporary basis, including those based in the local military camp, medical staff working in Withybush hospital, as well as travellers' children. Consequently pupils come and go at short notice, leading to fluctuations in numbers in classes during the year. There are 14 per cent of pupils entitled to free school meals, well below the Pembrokeshire figure and all Wales average of 20.7 per cent. The school attained the Quality Mark Award in 2001.

The school identifies 46 (24 per cent) of the pupils as having some degree of special educational need (SEN), of whom one carries a statement. None of the pupils come from a home where Welsh is the first language. Ninety-five per cent of the pupils are white with the remaining five per cent from different ethnic groups. Five pupils are in receipt of support for whom English is an additional language. At seven years of age, pupils transfer to Prendergast Junior school.

The school was last inspected in April 1997.

The school prospectus states the school aims to:

- provide a safe, stimulating and happy environment where the child can feel secure and gain satisfaction from his/her efforts and achievements;
- ensure the development of the whole child by providing a rich environment so that each child develops to reach his/her full potential;
- provide each child regardless of race, colour, age, religion and ability with an equal opportunity;
- develop the basic skills in all subjects of the National Curriculum (NC) and religious education;
- develop each pupil as an individual to cope with an ever changing environment, socially, intellectually and emotionally.

The school's main foci for the present academic year are to:

- update policies and schemes of work to meet requirements of Curriculum 2000;
- raise standards in English, mathematics and science;
- develop teacher competence in information and communications technology (ICT);
- further develop the role of curriculum co-ordinators;

- improve the heating system;
- improve resources across a range of subject areas.

2. MAIN FINDINGS

The main findings of the report

Prendergast Infant and Early Years School continues to improve, it is a caring and supportive community which provides its pupils with an overall good standard of education. The headteacher is conscientious, and supported by the deputy headteacher, assistant headteacher and a committed governing body, provides caring leadership. The staff are very hard working, ensuring the school's clear values, especially respect for individuals and their achievements, have a positive effect on pupils.

Educational standards achieved by pupils

Pupils' standards of achievement overall in the school are very good in around eight per cent of sessions observed, good in around 56 per cent and satisfactory in the remaining 36 per cent.

In the early years, children's standards of achievement were very good in around 16 per cent of sessions observed, good in around 60 per cent and satisfactory in the remaining 24 per cent. The majority of the children come to school with slightly above average levels of literacy and numeracy. Overall, both the nursery and reception age children make consistently good and often very good progress in the six areas of learning. As a result, the overall quality of the educational provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning. Standards in the six areas of learning are as follows:

Nursery

Language, literacy and communication skills	Good
Personal and social development	Very Good
Mathematical development	Good
Knowledge and understanding of the world	Good
Physical development	Very Good
Creative development	Very Good

Reception

Language, literacy and communication skills	Good
Personal and social development	Very Good
Mathematical development	Good
Knowledge and understanding of the world	Very Good
Physical development	Good
Creative development	Very Good

- In Key Stage (KS) 1, pupils' standards of achievement in the different subjects of the NC and religious education are as follows:

Subject	KS1
English	Good
Mathematics	Good
Science	Satisfactory
Welsh as a second language	Good
Design and technology	Satisfactory
Information technology	Satisfactory
History	Good
Geography	Satisfactory
Art	Good
Music	Good
Physical education	Satisfactory
Religious education	Good

- In KS1, standards of achievement are very good in around three per cent of sessions observed, good in around 54 per cent and satisfactory in the remaining 43 per cent.
- Overall, pupils make satisfactory to good progress. Pupils with SEN make consistently good and often very good progress.
- Overall, standards and progress made by pupils in the key skills of speaking, reading and writing are good; listening skills are very good. Application of number across the curriculum is good. However, pupils do not make satisfactory use of their skills in ICT to consolidate learning across the curriculum. They have limited skills in using CD-ROMs and the vast majority of pupils have no access to e-mail facilities and the Internet.
- In the 2001 NC assessment tests in KS1, results signify a wide variation in achievement between boys and girls. Limited strategies are in place to address this issue. Overall results of the 2001 NC assessment test results were above the national average in English, similar in mathematics and below in science. The proportion of pupils attaining Level 3 was significantly above the national average. In comparison with schools of a similar background in Wales, results were in line in English, slightly below in mathematics and below in science.

Ethos of the school

- The school's provision for spiritual, moral, social and cultural development is good with pupils responding well. The headteacher, staff and governors are successful in creating a kind, helpful and hardworking environment where pupils feel secure and respected. Daily acts of worship are of a good standard and make a significant contribution to pupils' spiritual and moral development. Pupils' response to the opportunities provided for the development and awareness of their cultural heritage, across a range of subjects and activities as part of the *Cwricwlwm Cymreig* is very good. Pupils' awareness of other cultures is developing well. An appropriate racial equality policy is implemented with cultural differences and diversity valued and celebrated. The school values the contribution of the minority of ethnic pupils and parents.
- Pupils' behaviour and their attitudes to learning are good. The school is a happy, supportive and orderly community.
- Attendance rates are satisfactory with instances of unauthorised absence minimal.

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- Pupils are punctual and keen to attend school; lessons commence promptly.
 - Overall, the quality of teaching was satisfactory or better in around 95 per cent of sessions inspected, of which around 15 per cent was very good, 43 per cent good, 37 per cent satisfactory and five per cent unsatisfactory. The quality of teaching in early years was consistently good and sometimes very good.
 - In the best practice, teachers plan their lessons very well ensuring learning objectives are clear with close attention paid to continuity and progression and parity of provision in parallel classes. Well organised, direct teaching at a brisk pace is very effective in developing pupils' knowledge, understanding and skills. Plenary sessions at the end of the lessons are well used to reinforce main points. Pupils, including those with SEN, are provided with good support.
 - Teachers' knowledge in information technology is less secure. Insufficient use is made of computers to improve pupils' range of information technology skills and the use of ICT across the curriculum. In the lessons judged to be unsatisfactory or less effective, teachers have insufficiently high expectations. Overuse of worksheets in Year (Y) 2 inhibits pupils' recording skills; some tasks are insufficiently challenging.
 - Good procedures are established for assessing, recording and reporting pupils' work. Pupils' written work is marked regularly and provides informative feedback and promotes higher standards. Written reports to parents conform to statutory requirements. Ongoing assessment is good except at the end of KS1, where teachers underestimate achievement.
 - The quality of the curriculum is very good in early years and good in KS1. Detailed teachers' planning in the early years identifies and promotes the key learning objectives with a very good range of rich experiences provided for the children. The curriculum in KS1 is broad and relevant, meeting the statutory requirements. Appropriate emphasis is given to pupils' personal and social development. Tasks are generally well differentiated. However, at the end of KS1 tasks are sometimes undemanding and insufficiently challenge pupils. Due emphasis is given to the development of key skills, however insufficient prominence is given to the planning for the development of ICT skills across the curriculum. There is no extra-curricular provision. Visitors to the school enrich the quality of curriculum provision in many subjects.
 - Good provision is made for the support, guidance and welfare of pupils. The headteacher and staff attach particular importance to the pastoral care of pupils. Pupils work and play in a caring, supportive environment where they feel secure and valued. The enjoyment and benefit that all pupils gain from the school's successful social inclusion policy is evident in all aspects of school life. At present, the storage of first-aid provisions which is not fully secure and during wet weather, the accumulation of water to a significant depth in a corner of the hard surfaced play area constitute health and safety hazards.
 - The quality of the provision for pupils with SEN is very good. Pupils are well integrated and following support on a phonics programme, some pupils achieve a more secure grasp of phonics than mainstream pupils. Pupils with English as an additional language and travellers' pupils receive appropriate support and make very good progress.
 - The school's partnership with parents, schools and institutions is good. A number of parents and friends give freely of their time helping out at the school. Their support is greatly valued by staff and they make a positive contribution to pupils' learning.

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- The partnership with the local community is very good and is a strength of the school. Close links with local churches and chapels, the local hospital and local businesses are particularly beneficial and give pupils insight into the life and work of their community. Very good use is made of the local community as a learning resource.
 - The school's partnership with industry is good.

Management

- The quality of the school's self-evaluation and planning for improvement is satisfactory with some developing features. The school development plan (SDP) is a comprehensive document, however in its present form, objectives are not prioritised and are insufficiently focused to improve standards.
- The headteacher is caring and conscientious and together with the part-time administrative officer, ensures the effectiveness of routine administration and organisation on a day-to-day basis. Procedures are well established for curriculum co-ordinators to monitor standards and provision in the majority of subject areas. However, insufficient emphasis is placed in implementing plans to further raise standards.
- The governing body is supportive and actively involved in the life of the school. The school budget is effectively and efficiently managed by the finance sub-committee with good attention given to cost effectiveness.
- Staffing, accommodation and resources are good. The school is well staffed with highly experienced teachers for the number of pupils on roll. Accommodation is adequate and well utilised. Resources are good overall, however the library is under-resourced and under-utilised with inadequate opportunities for pupils to develop as independent learners. The discreet play area is not used by reception age children on a regular basis.

Progress since the last inspection

- Since the previous inspection in 1997, the school has made good progress in meeting the vast majority of targets set in the action plan. These include giving urgent attention to safety issues, designating a co-ordinator for children under five, raising standards in science and geography, developing effective schemes of work, improving the quality of reporting to parents, revising the school's prospectus and governing body annual report and making more effective use of resources and available accommodation. Satisfactory progress has been made in improving standards following the monitoring process, and the SDP although amended, is not prioritised and is insufficiently focused to improve standards.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards Achieved in Subjects and Areas of Learning

Pupils' standards of achievement overall in the school are very good in around eight per cent of sessions observed, good in around 56 per cent and satisfactory in the remaining 36 per cent.

- In the early years, childrens' standards of achievement were very good in around 16 per cent of sessions observed, good in around 60 per cent and satisfactory in the remaining 24 per cent. The majority of the children come to school with slightly above average levels

of literacy and numeracy. Overall, both the nursery and reception age children make consistently good and often very good progress in the six areas of learning.

- In the nursery, children make very good progress in their personal and social, creative and physical development. Their mathematical, language, literacy and communication skills and knowledge and understanding of the world are good. Children quickly settle into class routines, make very good choices about colour and medium and develop very good skills in handling small and large equipment.
- Reception age children's personal and social and creative development is very good as is their knowledge and understanding of the world. Standards of achievement are good in language, literacy and communication, mathematical and physical development with children building on their experiences in nursery class. As a result, the overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the Desirable Outcomes for Children's Learning
- In KS1, standards of achievement are very good in around three per cent of sessions observed, good in around 54 per cent and satisfactory in the remaining 43 per cent.
- Overall, pupils make satisfactory to good progress. Pupils with SEN make consistently good and often very good progress. Standards of achievement in the NC core subjects of English and mathematics are good and satisfactory in science. In the foundation subjects, standards of achievement are good in Welsh second language, history, art, music and religious education. Standards of achievement are satisfactory in the remaining subjects of the NC.
- In the 2001 NC assessment tests, results signify a wide variation in achievement between boys and girls. Limited strategies are in place to address this issue.
- In KS1, the overall results of the 2001 NC assessment test results were above the national average in English, similar in mathematics and below in science. The proportion of pupils attaining Level 3 was significantly above national average. In comparison with schools of a similar background in Wales, results were in line in English, slightly below in mathematics and below in science.

3.2 Standards Achieved in Key Skills across the Curriculum

Overall, standards and progress made by pupils in speaking, reading and writing are good; listening skills are very good. Application of number across the curriculum is good. However, the use of ICT is unsatisfactory.

- Nursery and reception children in early years achieve good standards in language, literacy and communication skills. Children in nursery enjoy sharing picture and storybooks and in the reception class they are making good progress towards developing early reading skills. Standards in writing are good. Nursery children begin to understand that marks have meaning while reception children overwrite script with abler children beginning to write independently. Standards in listening are very good. Children respond very well to teacher questioning and make appropriate use of listening stations.
- In KS1, pupils' listening skills are very good. Pupils listen attentively, with older children achieving sustained periods of full attention.
- Pupils across classes make good progress in reading using the school's English reading programme. However, pupils make limited use of a range of reference books and ICT to

extend their studies; limited use is made of the library to develop pupils' skills as independent learners.

- Across the key stage, the use of writing skills in English are good. Pupils write on an extended basis in history, geography and religious education with very good standards attained in a Y1 class.
- Standards are good in speaking, listening, reading and writing in Welsh as a second language.
- Pupils' use of numeracy skills across the curriculum is good. They show a developing skill in handling number mentally. In geography, history and design and technology work, pupils use standard units of measures with developing accuracy.
- Pupils do not make satisfactory use of their skills in ICT to consolidate learning across the curriculum. They make effective use of mathematical programs and word-process occasionally. However, pupils have limited skills in using CD-ROMs and graphic software. Pupils' ICT skills are underdeveloped in recording their work in science. The vast majority of pupils have no access to e-mail facilities and the Internet.

4. ETHOS OF THE SCHOOL

4.1 Pupils' Spiritual, Moral, Social and Cultural Development

The school's provision for spiritual, moral, social and cultural development is good. Pupils' response to the provision is good.

- The headteacher, staff and governors are successful in creating a kind, helpful and hardworking environment where pupils feel secure and respected.
- Daily acts of worship are of a good standard and make a significant contribution to pupils' spiritual and moral development. Class assemblies are well planned and meaningful to all age groups and an air of reverence is established and maintained. Through regular visits, local clergy make a significant contribution to collective worship.
- Pupils are fully involved in the collective worship and the standard of attentiveness contributes to the spiritual aspect of their development.
- Every effort is made by staff to promote good manners and mutual respect. Pupils are polite and friendly towards each other and towards adults and visitors to the school. They show respect to people and property and they respond well to the guidance given on the difference between right and wrong.
- Pupils' social awareness is well promoted by their participation in campaigns to raise money for a number of good causes. Pupils relate well to one another in group interaction. However, limited opportunities are given for pupils to take responsibility and initiative and undertake daily tasks around the school.
- Pupils' cultural interests are enhanced through subjects such as art, geography, history and dance. The heritage and culture of Wales are very well promoted through visits, visitors to school and the celebration of St David's Day. Pupils' response to the opportunities provided for the development and awareness of their cultural heritage, across a range of subjects and activities as part of the *Cwricwlwm Cymreig* is very good.

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- Pupils awareness of other cultures is developing well. An appropriate racial equality policy is implemented with cultural differences and diversity valued and celebrated. The school values the contribution of the minority of ethnic pupils and parents.

4.2 Behaviour and Attitudes

Pupils' behaviour and their attitudes to learning are good. The school is a happy, supportive and orderly community.

- The headteacher and staff have high expectations of pupils' behaviour and pupils respond positively to their calm and consistent approach.
- The school has an effective policy and set of procedures to promote good behaviour which are implemented consistently by staff. Pupils have been involved in the formulation of school and class rules, which are positive in nature and encourage mutual respect and responsibility. They reflect the supportive ethos of the school.
- Pupils' relationships with teachers and support staff are mutually respectful and friendly. Pupils are courteous, polite and relate well to each other, to staff and to visitors.
- Pupils have positive attitudes towards learning. They listen carefully to their teachers, settle quickly to task and sustain concentration. They are interested in their work and take pride in their achievements which they readily share with others.
- The school actively promotes the values of tolerance, fairness and kindness and staff take the issues of bullying, sexism and racism seriously. Effective procedures are in place to deal with the very few incidents reported to the headteacher and staff. No incidents of bullying, sexism or racism were observed during the inspection.
- The good behaviour of pupils and their positive attitudes to learning contribute not only to the efficient functioning of the school, but also to the standards pupils achieve and to their personal and social development.

4.3 Attendance

Attendance rates are satisfactory with instances of unauthorised absence minimal.

- Pupils are punctual and keen to attend school. Lessons start promptly.
- The deputy headteacher, who has responsibility for attendance, monitors attendance and punctuality efficiently. 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.
- Regular and effective liaison takes place with the Pupil Support Officer.
- Registration is conducted efficiently and in accordance with statutory requirements.
- Pupils are well supported by staff when they return to school after a period of absence.
- The school has set no formal targets for the continued improvement of attendance but the high priority given to attendance and punctuality is frequently made known to pupils and parents.
- The school complies with the statutory requirements of the National Assembly for Wales circular 3/99 *Pupil Support and Social Inclusion*.

5. QUALITY OF EDUCATION

5.1 Teaching

Overall, the quality of teaching was satisfactory or better in around 95 per cent of sessions inspected, of which around 15 per cent were very good, 43 per cent good, 37 per cent satisfactory and five per cent unsatisfactory. The quality of teaching in early years was very good in around 28 per cent of lessons observed, good in around 48 per cent, satisfactory in 20 per cent and unsatisfactory in four per cent. In KS1, it was very good in around six per cent, good in 40 per cent, satisfactory in 48 per cent and unsatisfactory in six per cent.

Good features

- Teachers have good relationships with pupils and they know the pupils and their background well. Pupils' effort and good work are praised and consistent encouragement ensures their progress in achievement.
- Staff co-operate well together. They regularly have discussions in school year groups, sharing ideas and working effectively as a team, ensuring good provision and equal opportunities for all pupils. Support staff are very well utilised to support learning, and this is particularly evident in the support for nursery children and pupils with SEN. Teachers organise activities confidently and manage tasks efficiently, making good use of time.
- Teachers have a secure knowledge and understanding of the vast majority of the subjects they teach. Teaching is of a consistently good quality when teachers teach subjects in which they have particular expertise.
- The quality of teaching of under-fives is based on a secure knowledge and understanding of the Desirable Outcomes for Children's Learning. In the nursery, teaching of children's personal and social, creative and physical development is consistently good and often very good. In reception classes, teaching of children's personal and social and creative development and knowledge and understanding of the world is consistently good and often very good.
- In the best practice, teachers plan their lessons very well ensuring learning objectives are clear with close attention paid to continuity and progression and parity of provision in parallel classes. Well organised, direct teaching at a brisk pace is very effective in developing pupils' knowledge, understanding and skills. Plenary sessions at the end of the lessons are well used to reinforce main points. Pupils, including those with SEN, are provided with appropriate support.
- In early years and Y1, teachers have high expectations and set challenging tasks. Assessment procedures ensure that work is well matched to pupils' abilities and prior attainment. Teachers expect pupils to behave well and exercise a high degree of self-discipline.
- Subject co-ordinators monitor work, identify strengths and weaknesses and support colleagues in their subject.
- Teachers provide a stimulating environment which is conducive to effective teaching and learning.

Shortcomings

- Teachers' knowledge in information technology is less secure. Insufficient use is made of computers to improve pupils' range of information technology skills and the use of ICT across the curriculum.
- In the lessons judged to be unsatisfactory or less effective, teachers have insufficiently high expectations. Overuse of worksheets in Y2 inhibits pupils' recording skills, with some tasks insufficiently challenging.
- The use of incidental Welsh to further develop pupils' oral skills is underdeveloped with opportunities often missed in other areas of the curriculum.

5.2 Assessment, Recording and Reporting

Good procedures are established for assessing, recording and reporting pupils' work.

- The school has an appropriate policy on assessment which provides clear guidelines for staff.
- Assessment is undertaken on children's entry to the nursery and baseline assessment on entry to reception class. These provide useful information for curriculum planning and target setting. Progress is monitored by reference to baseline scores.
- Pupils' progress in core subjects is regularly assessed. Samples of work are kept in individual files for each pupil.
- Pupils are screened by means of a range of standardised tests. This information is used to track individual progress, to inform future planning and to identify children requiring extra support.
- Pupils' written work is marked regularly and provides informative feedback and promotes higher standards.
- Systems for assessing pupils with SEN are good and information is used to set targets in pupils' individual education plans (IEPs).
- Parents are given ample opportunity to discuss their children's progress. Twice yearly meetings with teachers keep parents well informed. Written reports to parents conform to statutory requirements.
- Ongoing assessment is good except at the end of KS1 where teachers underestimate achievement.
- Although the school makes good use of its analyses of assessment data to set individual targets, there has been much less use of the data to address boys' underachievement. Strategies have not been devised to reduce the variance between boys' and girls' achievement in English and mathematics.

5.3 Curriculum

The quality of the curriculum is very good in early years and good in KS1.

- The curriculum for the under-fives is based on the Desirable Outcomes for Children's Learning. Detailed teachers' planning in the early years identifies and promotes the key learning objectives with a very good range of rich experiences provided for the children.

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- The curriculum in KS1 is broad and relevant, meeting the statutory requirements. Insufficient time is allocated for information technology in order for pupils to have sufficient direct access to a broader range of experiences particularly in KS1.
 - Appropriate emphasis is given to pupils' personal and social development with due prominence given to the ACCAC framework.
 - Subject policies and schemes of work are consistently good with recently produced local education authority (LEA) exemplars in some foundation subjects being adapted appropriately, fully complying with Curriculum 2000 requirements. The recently adopted scheme of work for geography has yet to impact significantly on standards of achievement.
 - Short-term planning is good ensuring a wide range of experience and equality of access for all pupils. Tasks are generally well differentiated. However, at the end of KS1 tasks are sometimes undemanding and insufficiently challenge pupils. Due emphasis is given to the development of key skills, however insufficient prominence is given to the planning for the development of ICT skills across the curriculum.
 - There is no extra-curricular provision.
 - Visitors to school enrich the quality of curriculum provision in many subjects.
 - Pupils regularly visit places of historical and geographical interest connected with the topics or themes which they are studying. Homework is variable. When tasks are set regularly, pupils effectively consolidate what they learn at school particularly in reception classes.

5.4 Support, Guidance and Pupils' Welfare

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

- The headteacher and staff attach particular importance to the pastoral care of pupils. Pupils work and play in a caring, supportive environment where they feel secure and valued.
- Pupils are confident in seeking the help and support of staff. They readily turn to adults for help and guidance, are listened to and treated with respect.
- The headteacher and staff know and understand their pupils well and effectively monitor and support their academic progress, their social development and their personal well-being.
- The school places great importance on the personal and social education of pupils and an effective programme is in place. Aspects of hygiene, health, personal and emotional well-being are incorporated into the programme and staff are skilled at delivering these topics with tact and sensitivity. The personal and social education programme has contributed significantly to the development of pupils' self esteem and confidence.
- Procedures for dealing with child protection issues are in place and are known to staff. The headteacher has undertaken training in child protection procedures which she has readily shared with teaching and support staff.
- The school has a comprehensive policy and set of procedures to promote health and safety which are monitored and implemented effectively by staff and the governing body.

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- Procedures for dealing with illness, accidents and emergencies are well established and effective. At present, the storage of first-aid provisions is not secure.
 - The school's policy for equal opportunities is successful and the high priority given to the social inclusion of all pupils is exemplary. The enjoyment and benefit that all pupils gain from the school's successful social inclusion policy are evident in all aspects of school life.

5.5 Provision for Pupils with SEN

The quality of the provision for pupils with SEN is very good.

- The policy of the school and guidelines for SEN fully comply with the Code of Practice.
- The headteacher is the designated SEN co-ordinator (SENCO), and oversees provision, making contact with outside agencies and the educational psychologist. The SENCO liaises with the SEN teacher in planning provision and support.
- Special educational needs provision is provided for 46 pupils (24 per cent). There is one pupil with a statement of SEN.
- Pupils are taught in small year groups of no more than five in number. Referral is conducted informally by teachers in the first instance. The headteacher administers a series of diagnostic tests to ascertain reading age and level of difficulty. Targets are then set for each individual.
- Each pupil with SEN is allocated mainly focused literacy support for 20 minutes twice weekly. The phonics scheme utilised is very successful in establishing skills in sounding out, in spelling and in sentence construction. Some pupils with SEN achieve a more secure grasp of phonics than mainstream pupils.
- The IEPs are of good quality; they are detailed, record achievement, set targets for appropriate learning objectives and become the basis for the work undertaken by the support staff. Pupils make very good progress.
- Although pupils are withdrawn from lessons for brief periods, they are fully integrated and participate fully in the NC.
- The work devised for the small groups has a very clear focus to meet pupils' needs. There is a careful use of repetition and over-learning for reinforcement. The atmosphere in class is quiet and purposeful. Pupils take a pride in their work which is well presented.
- The school has a peripatetic learning support assistant to support travellers' children. Four children are supported for eight hours per week by being withdrawn from some lessons. Appropriate records are kept of pupils' progress in phonic skills. Pupils make good progress.
- Five pupils are in receipt of support for whom English is an additional language. These are given support by a peripatetic teacher who teaches them as a group on a weekly basis. Pupils make very good progress.

5.6 Partnership with Parents and Community, Schools and Other Institutions

The school's partnership with parents, schools and institutions is good. The partnership with the local community is very good and is a strength of the school.

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- Many parents are highly supportive of the school. They value the school's welcoming nature and appreciate the ready access they have to the headteacher and staff through the school's open door policy.
 - Parents are kept well informed by regular newsletters, an informative annual report of the governing body and regular consultations with staff to discuss children's work and progress. The school prospectus is currently being up-dated to ensure all statutory requirements are included. Parents appreciate the daily, informal contact they have with the headteacher and teaching staff. There is an appropriate home-school agreement signed by the vast majority of parents.
 - The school's active Friends Association provides a good link between home and school and makes a significant contribution to the life and work of the school. The association organises many fund-raising and social events which enhance links with the local community and provide the school with a vital source of additional income. Funds raised are used purposefully to enhance learning resources and enrich the learning environment.
 - A number of parents and friends give freely of their time helping out in the school and accompanying pupils on educational visits. Their support is greatly valued by staff and they make a positive contribution to pupils' learning.
 - The school enjoys a close and effective partnership with the junior school to which pupils transfer. Arrangements for the transfer of pupils are good and ensure that Y2 pupils look forward to junior school with confidence. Regular liaison meetings, teacher exchanges between schools and a sharing of ideas and policies help secure continuity of education between KS1 and KS2.
 - The school has established successful partnerships with several institutes of higher and further education and provides training facilities for student teachers and students undertaking child care and vocational qualifications. Students from local secondary schools regularly undertake work-experience placements at the school. All students are well supported by staff and they make a positive contribution to the life of the school.
 - The school's partnership with the community is very successful and is a strength of the school. Close links with local churches and chapels, the local hospital and local businesses are particularly beneficial and give pupils insight into the life and work of their own community. The school regularly serves the community by supporting many cultural, environmental and charitable projects. Very good use is made of the local community as a learning resource. Educational visits and the expertise of members of the local community make a positive contribution to pupils' learning in many curriculum areas.

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. Partnership with industry is well established throughout the school and the valuable links with industry, business and commerce enrich work in many curriculum areas.
- The school has no formal policy for industry links but effective procedures are in place to raise the economic and industrial understanding of pupils and to give them insight into the world of work.

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- The school has developed a productive working relationship with the Education and Business Partnership. The headteacher and several members of staff have undertaken relevant industrial and commercial placements which have enhanced professional development and enriched curriculum provision for pupils.
 - Through their visits to a number of industrial, retail and commercial sites within their locality and further afield in Pembrokeshire, including supermarkets, shops, a lifeboat station, a sea ferry, a working farm, a marina and the local hospital, pupils are gaining first-hand knowledge of different working environments and an understanding of the variety of work undertaken in the area.
 - Staff actively encourage personnel from a wide variety of professions and occupations to speak to pupils about their work. The contribution of personnel from the emergency services, together with health professionals and artists involved in traditional crafts such as paper making, weaving, dyeing and quilting has had a positive impact on pupils' learning. Pupils speak enthusiastically about these visits.
 - The school has been successful in receiving considerable sponsorship from a number of local businesses and industries. A major oil company has sponsored the development of the school's website and local businesses regularly sponsor the printing of the school's annual calendar.
 - The headteacher and staff are committed to the continuing development of a positive partnership with industry. The links already established contribute significantly to pupils' motivation, learning 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 satisfactory with some developing features.

- The recent self-evaluation report provides a useful analysis of the context of the school, its catchment, its budget and resources and progress made on key issues identified in the previous inspection report. However, current strengths and areas for development are less evident.
- Important past developments have ensured the establishment of a sound ethos on which whole-school improvements are now based.
- The SDP is very comprehensive, provides a foundation for future progress, and sets out the steps to be taken to effect further improvements. Areas for development in curriculum, management and the environment are identified over a three-year period, relevant to the school's current circumstances and needs. Intended outcomes, the action to be taken, completion deadlines, persons responsible and costs are identified. However, objectives are insufficiently focused on improving standards and are not prioritised, resulting in important aspects for development falling behind schedule.
- The school uses a developing range of procedures to evaluate standards achieved and the quality of its provision. The use of assessment data to identify set measurable targets for further improvement is appropriate.

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- Governors are becoming more familiar with NC programmes of study and discuss aspects with subject co-ordinators. However, discussion on priorities in relation to addressing weaknesses to further raise standards is at an early stage of development.

6.2 Leadership and Efficiency

The leadership and efficiency of the school are effective. The school's aims and values give a clear sense of purpose and direction to the school.

- The headteacher is caring and conscientious, ensures a positive ethos, which is promoted by staff and underpinned by clear, shared values and sound moral standards. The school provides a purposeful and orderly learning environment, a commitment to equality of opportunity for all in which pupils are expected to do their best.
- Staff work well together as a team, plan together and meet on a regular basis to discuss issues.
- The role of subject co-ordinators is becoming increasingly well-developed. They have gathered good quality portfolios of pupils' work in the majority of subject areas and have evaluated standards and quality. However, insufficient use is made of findings to implement improvements.
- The governing body is becoming more informed regarding curricular matters with some members visiting the school regularly. They regularly attend in-service training (INSET) on current educational issues. The chair of the governing body works closely and effectively with the headteacher.
- The budget is well managed. The LEA's finance support officer provides effective assistance. Finance is directed towards educational priorities and the governing body supervises expenditure well and gives due attention to cost-effectiveness. Through prudent fiscal management, the school has accrued a surplus in its budget which is being utilised to support the present staffing levels.
- The school's daily routines and administration run smoothly and efficiently with the part-time administrative officer fulfilling her duties conscientiously.
- The most recent audit held by the local authority in November 2000 reported good budgetary control.
- The school conforms to statutory requirements and pays appropriate attention to National Assembly for Wales guidelines.

6.3 Staffing, Accommodation and Learning Resources

Staffing, accommodation and resources are good.

- The school is well staffed with highly experienced teachers for the number of pupils on roll. Their qualifications are well matched to their responsibilities.
- All members of staff have been given responsibility for one or more areas of the curriculum and undertake regular INSET to update their skills and knowledge. Staff are in line to undertake training in ICT.
- Job descriptions are issued to all staff. There is no formal staff appraisal though staff reviews identify areas for professional development.

- Accommodation is good in relation to numbers on roll. Effective use is made of the space provided. The library is located well away from the rest of the school which makes it an ideally quiet place for the teaching of pupils with SEN. However, its isolation also makes for its under-utilisation by mainstream pupils.
- Good quality displays feature prominently in corridors and classrooms.
- The playground area is uneven and drainage is problematic in wet weather, resulting in accumulation of water to a significant depth which is a safety hazard for pupils.
- The school is well resourced in all areas of the curriculum except the library, which has insufficient quantities of reference and reading materials.

7. SUBJECTS AND AREAS OF LEARNING

Standards achieved by pupils

Provision for the under-fives

The quality of the education provision for the under-fives, taken overall, is appropriate to their needs, and children are making consistently good and often very good progress towards the Desirable Outcomes for Children's Learning. Children are admitted to the nursery class on a part-time basis the term following their third birthday with 25 attending the morning session and 26 in the afternoon. Children attend the reception classes on a full-time basis the term following their fourth birthday. The 26 full-time nursery age children and 44 reception age children are taught in three classes. Baseline assessment results indicate attainment on entry is slightly above average for the vast majority of children.

Nursery (3-4 year olds)

- **Children's language, literacy and communication skills are good.** They listen well in whole-group sessions and follow stories shared with interest. They quickly carry out instructions given by the adults and most of them are developing confidence in conversing with adults, communicating their needs and re-telling their experiences. They choose to browse through picture books independently and do so with evident pleasure. New linguistic experiences are introduced and children learn the names of colours and items of clothing in Welsh. They understand that written symbols have sound and meaning and increasingly understand the functions of writing.
- **Children's personal and social development is very good.** They are comfortable and secure with the known routines and they relate positively to the adults around them. They move confidently around the nursery and play alongside each other harmoniously, experimenting contentedly with their new learning experiences and concentrating well on their play activities. Most of them are able to take responsibility for their personal hygiene with growing independence.
- **Children's mathematical development is good.** They develop early mathematical concepts, for example by singing number rhymes and action songs, and sorting and matching objects. They have good understanding of zero, count up to 10 correctly and learn the visual symbols for these numbers. In the context of play activities, they develop an understanding of the language for comparing size and describing position.

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- **Children's knowledge and understanding of the world is good.** Through a variety of activities, children learn about different places including the locality. They observe flower bulbs developing and know that they need water and light to grow. In their investigations, children develop a good understanding of floating and sinking, sunlight and shadows and notice daily changes in the weather. In biscuit making activities, they begin to understand the changes that take place when ingredients are cooked. With adult support, children develop confidence in using the computer.
 - **Children's physical development is very good.** The many opportunities children have to handle small-scale toys, jigsaws, malleable materials and a variety of marking tools and scissors help them gain mastery of manipulative actions and develop hand-eye co-ordination successfully. In the outside discreet play area, children control the wheeled toys well and confidently use the slide.
 - **Children's creative development is very good.** They sing songs and rhymes rhythmically. They explore and use a very good variety of materials to create representational images making choices about colour and medium. Children successfully draw, print and create effective paintings. They begin to observe and appreciate the work of others in their studies of well known artists including those from Wales. Children begin to enjoy role-play and imaginative drama in the home corner and class shop.

Reception (4-5 year olds)

- **Language, literacy and communication skills are good.** Children listen very attentively to stories. Children remember and relate to the broad thrust of a story and identify initial sounds confidently. They understand that words and pictures convey meaning, and a significant number begin to develop good reading skills. Children make good progress in developing oral skills, gaining significant confidence when role-playing and responding to questioning. Children enjoy marking and basic writing experiences by overwriting prepared text. The more able children begin to copy sentences and write independently. Children understand and respond well to a developing range of Welsh commands and instructions, and confidently express feelings, likes, dislikes and needs. They sing a wide range of Welsh songs and rhymes.
- **Mathematical development is good.** Children count confidently to 20 and beyond, count forwards and backwards and sequence numbers confidently, knowing one more than and one less than. Children are developing good mental strategies when adding and subtracting numbers. Children match shapes confidently and identify two-dimensional shapes. They begin to measure length using non-standard measures. Children develop a good understanding of the mathematics of money in role-play activities. They have a good understanding of times of the day.
- **Personal and social development is very good.** Children work and play very well together, and form appropriate relationships with their peers and adults. They respond positively to a wide range of new cultural experiences and exercise very good self-control. They concentrate for long periods when involved in tasks. They change quickly and independently for physical activities and regularly help to put equipment away at the end of sessions.
- **Standards in knowledge and understanding of the world are very good.** Children have a very good understanding of the seasons and their features. They experiment by growing plants, have good understanding of changes to materials and use appropriate scientific vocabulary. They identify a developing range of workers by characteristics of work. Children's cultural development is well addressed through the *Cwricwlwm*

Cymreig. They are familiar with their locality, some Welsh artists and historical characters from history.

- **Physical development is good.** Children handle pencils, brushes and scissors with good control. They have a good awareness of their own bodies and their growth. In formal physical education lessons, children use space appropriately and develop a good understanding of the difference between walking, marching and running. Children do not have sufficient opportunities to access the discreet play area in order to use the large apparatus to develop their pushing, pulling, climbing and sliding skills.
- **Creative development is very good.** Children have very regular access to a very good range of activities. They use a range of materials when developing their gluing, cutting, modelling and decorating activities. Children make appropriate choices about colours and medium. Their representational images are appropriately displayed in the classroom. They enjoy role-play and respond to and enjoy rhythm in music.

English

Standards of achievement in English are good.

Good features

- Speaking and listening skills are of a high standard. Pupils listen attentively and with interest to both the teacher and other children and are keen to contribute to lessons. Regular use is made of listening stations to develop aural skills.
- Pupils speak clearly and with confidence and readily offer their ideas and opinions. Many are articulate and use extended sentences.
- Pupils' progress in reading is satisfactory. Reading is taught through modified use of a commercially produced, well-structured and highly successful scheme. The alphabet is taught thoroughly. Good use is made of big books to engender enthusiasm for reading. Pupils display sound understanding of texts and can make predictions about events in stories.
- The majority read with developing accuracy and have a clear understanding of what they read. A home-reading scheme contributes to progress in reading. A minority of pupils achieve high standards in reading and derive much pleasure from books.
- Pupils' progress in writing is good. Writing at all levels supports work across the curriculum. Pupils write stories and non-fiction for different purposes. An effective use of questioning promotes comprehension at all levels.

Shortcomings

- Oral and written work is sometimes too structured and is a contributory factor in not allowing pupils opportunities for personal responses.
- A minority of mainstream pupils are insecure in their grasp of phonics. Language work does not have a sufficiently sustained and systematic phonic focus to ensure reading mastery for all.
- Pupils' library and research skills are underdeveloped.

Mathematics

Standards of achievement in mathematics are good.

Good features

- In number, pupils develop a good understanding of place value in accordance with their age and ability. They count in ones, twos and 10s, recognise even and odd numbers and have good knowledge of number bonds to 10. They apply this knowledge when dealing with numbers beyond 10 and carry out addition and subtraction operations correctly. Year 2 pupils have good understanding of place value to 999.
- In oral mental mathematics, pupils make satisfactory progress in the speed of their responses from Y1 to Y2.
- Pupils use their understanding of number operations effectively to select the method of solving a variety of mathematical problems.
- Pupils recognise and name 2-D and 3-D shapes well and describe them according to number of sides and corners. They have a developing understanding of symmetry and right angles. Pupils have good understanding and knowledge of the meaning of whole and half in shapes and numbers of objects and use this skill effectively when telling the time on an analogue clock face.
- Pupils use standard and non-standard measures in their activities across the curriculum and use correct mathematical vocabulary appropriately. They carry out a range of measuring activities accurately and successfully.
- Pupils have good understanding of addition and subtraction of money with abler pupils giving change accurately in practical activities.
- Pupils collect simple data in their studies across the curriculum and effectively record these in table or list form and adapt it into graphs.

Shortcomings

- Pupils' recording skills are underdeveloped through the overuse of worksheets.
- In Y2, pupils recall of multiplication facts is insecure.

Science

Standards of achievement in science are satisfactory.

Good features

- Pupils develop an appropriate knowledge of living things, materials and physical processes.
- Year 1 pupils have a good knowledge that light comes from a variety of sources and can estimate which sources of light are brighter.
- Pupils in Y2 construct and explore simple circuits using a battery, wire, bulb and motor. They have a clear grasp of key words and concepts.
- Pupils have good understanding of the different stages in the life cycle of the frog.
- Pupils have a good understanding of safety issues in science and the home.

Shortcomings

- Pupils' recording skills are restricted through the overuse of worksheets.

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- Pupils' skills in investigating and exploring are limited. Pupils do not use their scientific knowledge to undertake independent work. They make limited use of ICT in entering and recording information.
 - Pupils' knowledge and understanding of scientific vocabulary are underdeveloped.

Welsh second language

Standards of achievement in Welsh second language are good.

Good features

- Throughout the school, pupils participate enthusiastically in lessons. When engaged in oral activities in groups or as a whole class, pupils display considerable enjoyment.
- In KS1, pupils build on the knowledge, understanding and skills acquired in early years. Pupils use incidental Welsh during registration periods and social occasions. They recite Welsh prayers and sing Welsh songs with very good pronunciation.
- Younger pupils listen and respond well to oral stimuli and follow simple commands. Pupils use their developing bilingual skills effectively in class discussions.
- Pupils identify the names of colours, know parts of the body, family relationships, convey greetings and count to 10 and beyond with very good pronunciation and intonation. They complete language tasks with developing accuracy which build on their speaking, reading and writing skills.
- Pupils display good oral skills when asking and answering questions about the weather, how they feel and their likes and dislikes. They confidently use a developing vocabulary and a good range of sentence structures which show a good understanding of prepositions.
- Pupils display satisfactory skills when reading from a text with the teacher. They read printed resources within their environment with developing confidence.
- Pupils' writing skills are good. They construct sentences confidently, using appropriate vocabulary and spelling.

Shortcomings

- Pupils' skills in looking for information in a text or ICT are underdeveloped.

Design and technology

Standards of achievement in design and technology are satisfactory.

Good features

- Pupils develop satisfactory skills in exploring materials, investigating and planning.
- Pupils work with a suitable range of materials, including textiles and learn a range of simple ways of joining.
- Pupils in Y1 make appropriate models from a variety of materials, including fabric, wood and recyclable kitchen refuse.
- In Y2, pupils design their own annotated diagrams to explain their plans for their models. They decide independently on appropriate materials with which to execute these designs.
- Pupils in Y2 effectively evaluate the appropriateness of their own and the choices of other pupils of materials in relation to purpose.

Shortcomings

- In knowledge and understanding, pupils have limited experience in controlling everyday devices including controllable toys.

Information technology

Standards of achievement in information technology are satisfactory.

Good features

- Pupils use ICT satisfactorily in some subjects to support their learning and have reasonable access to computers.
- Pupils use listening stations regularly to develop their speaking and listening skills.
- Pupils use ICT satisfactorily in language programs for phonic reinforcement and for spelling.
- Pupils use the keyboard and mouse with increasing confidence; they communicate their ideas using text, graphs and pictures. Pupils successfully print out independently of the teacher.
- Pupils make effective use of art and science programmes to record the life cycle of the frog and to design Christmas wrapping paper.

Shortcomings

- Pupils work within a narrow range of experiences. Insufficient use is made of computers resulting in pupils' skills in researching information and in communicating and handling information being underdeveloped.
- Access to the Internet and e-mail is intermittently available only in a Y2 class impeding opportunity for the development of pupils' communication and research skills.

History

Standards of achievement in history are good.

Good features

- Pupils develop a good historical vocabulary and their chronological awareness is good. They sequence objects and use common words and phrases relating to the passing of time. In a Y2 class, they make good use of time-lines to promote learning.
- Pupils effectively communicate their knowledge and understanding of various characters in history and begin to identify differences between ways of life at different times.
- Pupils' knowledge and understanding of the past are enhanced through listening to a range of stories.
- Pupils have a good knowledge of a number of characters from history including Dr Barnado and Guy Fawkes. They develop a good understanding of the *Cwricwlwm Cymreig* through their studies of Mari Jones, Susan Rees, Betsi Cadwaladr and Hedd Wyn. Year 2 pupils compile a good quality booklet on the life of St David.
- Pupils organise and communicate their findings through good quality extended accounts, making good use of their writing skills; standards in a Y1 class are very good.
- In their study of life in Victorian times, pupils effectively develop their historical enquiry skills through finding out about Victorian customs, dress and ways of life by questioning a visiting speaker.
- Pupils' understanding and interpretation of history reflects the knowledge gained from the use of visiting speakers and visits to places of historical interest, for example, Scolton

Manor and Castell Henllys. Good quality displays enrich pupils' understanding and interpretation of history.

Shortcomings

- There are no significant shortcomings.

Geography

Standards of achievement in geography are satisfactory.

Good features

- Pupils develop a good awareness of their local area. They observe and collect information in their field work and on their walk around Prendergast.
- In Y1, pupils make satisfactory progress in using and understanding simple plans of the locality. Using appropriate map symbols, they identify prominent features when mapping their route from home to school.
- In Y2, pupils' geographical enquiry and mapping skills develop satisfactorily.
- They use simple co-ordinates, symbols and keys to identify and locate features on maps they draw.
- Pupils in Y2 begin to identify rivers, railways, roads and beaches on a map of the locality. They use appropriate geographical terms when communicating their observations.
- Following a visit to a contrasting locality, Y1 pupils identify, draw and label features pertaining to Fishguard harbour. They use secondary sources to identify beach safety rules and the role of the coastguard.
- Following a visit to Tenby, Y2 pupils identify various features on a street plan, locating them using simple co-ordinates.

Shortcomings

- Pupils have limited ICT skills in finding and presenting information and introducing geographical skills.
- Pupils have limited knowledge of the similarities and differences between their local area and contrasting locality.

Art

Standards of achievement in art are good.

Good features

- Pupils work with a good range of materials including painting, drawing, collage, 3-D, printing and working with clay.
- Pupils enjoy the subject and develop appropriate skills in selecting and using a range of resources, materials and techniques. Work is of a good standard.
- Pupils work with local artists to develop a series of seasonal panels of a high standard. This work develops their awareness of the *Cwricwlwm Cymreig*. Their work benefits from visits by local craftspeople who come into school to share their expertise with the pupils.

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- Pupils know how to make use of a drawing and graphic design computer programme to produce images to illustrate their work in a variety of subjects.
 - Artwork, attractively displayed throughout the school, shows pupils' good range of skills.
 - Pupils learn to appreciate the work of famous artists of other cultures and to appreciate their different styles and approaches and to apply these in their own work.

Shortcomings

- There are no significant shortcomings.

Music

Standards of achievement in music are good.

Good features

- Pupils perform and play a wide range of percussion instruments confidently and with evident enjoyment.
- Pupils sing a variety of songs in assembly and in other dedicated music lessons.
- They explore making sounds in a variety of ways, learning to sustain a beat through clapping and singing to taped music and to piano accompaniment.
- Pupils are encouraged to listen carefully to music, considering how it can represent different creatures or weather, as in *Carnival of Animals* (Saint-Saens) and *Sinfonia Antarctica* (Vaughan Williams).
- Pupils perform in concerts and in family assemblies, singing songs and playing simple instruments effectively.
- Year 1 pupils select different musical instruments to represent various sounds in a story. They take turns in making a sequence of sounds.
- Year 2 pupils sing in rounds, giving a creditable performance.
- Violin tuition is available to Y2 pupils and cello tuition is available for early years children and Y1 pupils. Participating pupils achieve high standards of performance.
- Pupils develop appropriate composition skills.

Shortcomings

- There are no significant shortcomings.

Physical education

Standards of achievement in physical education are satisfactory. No gymnastics or games activities were observed during the inspection.

Good features

- Pupils change appropriately for lessons. In around half of the lessons observed, pupils warm up and cool down appropriately.
- Pupils listen well to instruction and make good use of space when performing basic actions.

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- In dance, Y1 pupils develop satisfactory skills when exploring a variety of movements in response to musical stimuli. They effectively express feelings through a variety of movements, for example, creating stiff, rusty and floppy body shapes.
 - Year 2 pupils work effectively in pairs when performing movements including hopping, running and snatching in response to musical and oral stimuli. They display satisfactory balancing skills when performing floor exercises.
 - Discussion with pupils and other pictorial evidence indicate that considerable pleasure is gained from preparation and participation in athletics activities leading up to the annual sports day.

Shortcomings

- Around half of the pupils have limited understanding about the changes that happen to their bodies as they exercise and do not prepare and recover from activity appropriately.
- Pupils' evaluative skills are underdeveloped resulting in a significant number of pupils not improving their performance.

Religious education

Standards of achievement in religious education are good.

Good features

- Pupils understand the importance of tolerance and kindness by showing respect towards others.
- Pupils have good recall of a number of Old and New Testament stories including those of Moses, Jonah, the Good Samaritan and Joseph. They have a good understanding and knowledge of Easter and other Christian festivals and practices.
- Through visits to the local church, pupils explain the symbolism of the cross and other key beliefs of the Christian tradition.
- All pupils are aware of the significance of prayer and thanksgiving. They say simple prayers of thanksgiving which they share at collective worship. Through their actions they show good awareness of Christian values and beliefs.
- Pupils have a clear understanding of the school's rules. They appreciate the need for self-control and self-discipline.
- Pupils have a developing understanding and knowledge of the traditions and teachings of the Jewish faith. Pupils listen attentively and ask pertinent questions when shown a range of artefacts by a visiting minister of religion.
- Pupils have a good knowledge of St David and some other Welsh saints.
- Visits by ministers of religion enhance pupils' knowledge and understanding of the subject. Follow-up work, through role-play and good extended written accounts consolidate their learning.

Shortcomings

- There are no significant shortcomings.

8. SCHOOL IMPROVEMENT

8.1 Progress Since the Last Inspection

The school has made good progress in meeting the vast majority of the targets in the action plan which addressed the key issues in the last inspection report.

“Give urgent attention to safety issues.”

- Security of the building was addressed, nursery and reception play areas made safe and levels of supervision increased. In the 2002 inspection, it was judged that safety issues have been appropriately addressed.

“Designate a member of staff to be responsible for developing and managing the provision for children under five.”

- An early years co-ordinator was identified with an appropriate job description issued. Planning was identified for improvement with weekly monitoring for progression, development of key skills and learning outcomes. Nursery and reception children were to share resources. In the 2002 inspection, it was judged that good progress has been made in co-ordinating early years provision ensuring good quality planning and staff working effectively as a team. However, reception children make insufficient use of the discreet play area.

“Raise standards in science and geography in KS1.”

- Schemes of work were reviewed with appropriate curriculum time planned. An audit of resources was undertaken, INSET was provided in developing aspects of science and monitoring of the quality of teaching and standards of achievement planned. In the inspection of 2002, it was judged that standards in science and geography are satisfactory.

“Develop more effective schemes of work at KS1 for the subjects of the NC and revise short-term planning to make learning outcomes clear.”

- All schemes of work were reviewed with LEA support on improving content. A new planning format was introduced ensuring learning outcomes were made clear. In the 2002 inspection, it was judged that the schemes of work are of good quality and comply with Curriculum 2000. Short-term planning clearly identifies learning outcomes, however, insufficient attention is given to the planning for the development of pupils’ ICT skills.

“Allocate time to curriculum co-ordinators to monitor and evaluate the delivery of the NC and set targets to improve standards.”

- Funding was released for curriculum co-ordinators to monitor and evaluate standards over a four-year period. Visits were undertaken to other schools to observe good practice. In the 2002 inspection, it was judged that the role of co-ordinators has significantly improved with monitoring of standards undertaken in the vast majority of subject areas. However, insufficient use is made of findings to implement improvements.

“Improve the process and quality of reporting to parents; revise the school’s prospectus and the governing body annual report to parents.”

- Additional parents’ meetings were held, individual pupil record books introduced and quality of reports to parents improved. The school’s prospectus and the governing body annual report to parents were revised. In the 2002 inspection, it was judged that good progress has been made. Parents are happy with reporting arrangements and quality of

reports are good. The school prospectus is currently being up-dated to ensure all statutory requirements are included.

“Make more effective use of resources and available accommodation.”

- Some classes were relocated ensuring year group classes were in close proximity. Following a whole-school audit, outdoor play equipment and resources were purchased in a range of subjects and a library developed. In the 2002 inspection, it was judged that good progress has been made. However, the school’s library is under-resourced and under-utilised with pupils given insufficient opportunity to develop as independent learners.

“Amend the SDP to make it an effective document for school improvement.”

The SDP was amended to include expenditure proposals, curriculum development and monitoring and evaluation of standards of achievement. In the 2002 inspection, it was judged that satisfactory progress has been made. In its present form, objectives are insufficiently focused on improving standards, are not prioritised, resulting in important aspects for development falling behind schedule.

8.2 Key Issues for Action

To build on its strengths, the school needs to:

1. raise standards in pupils’ ICT skills across the curriculum;
2. maintain the standards in subjects and aspects which were judged to be good or very good and raise the standards in those subjects and aspects which are satisfactory by addressing the shortcomings in those areas;
3. devise and implement strategies to reduce the variation in achievement between boys and girls;
4. make better use of the school’s library and develop pupils’ skills as independent learners;
5. amend the SDP in order to prioritise targets and give more attention to strategies to improve standards;
6. address the safety issues identified in the report.

APPENDIX

A. Basic Information About the School

Name of School	Prendergast Infant and Early Years School
School type	Community
Age-range of pupils	3-7
Address of school	Stokes Avenue Prendergast Haverfordwest Pembrokeshire
Post-Code	SA61 2RB
Telephone Number	01437 765379

Headteacher	Mrs M J Squelch
Date of appointment	4 February 1991
Chair of Governors	Mrs M Campbell
Registered Inspector	Mr J Harries
Dates of inspection	20-23 May 2002

B. School Data and Indicators

<i>Number of pupils in each year group</i>					
Year group	N (fte)	R	Y1	Y2	Total
Number of pupils	25.5	70	56	48	199.5

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	9	1	9.4

<i>Staffing information</i>	
Pupil : teacher (fte) ratio (excluding nursery and special classes)	20:1
Pupil : adult (fte) ratio in nursery classes	12.5:1
Average class size, excluding nursery and special classes	24
Teacher (fte) : class ratio	1.17:1

<i>Percentage attendance for three complete terms prior to the inspection</i>			
	R	KS1	Whole school
Term 1	91	95	93.0
Term 2	93	94	93.3
Term 3	90.1	94.2	93.0

<i>Number of pupils excluded during 12 months prior to inspection</i>	0
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C. Results of National Curriculum Assessments and Public Examinations

END OF KEY STAGE 1: 2001

National Curriculum Assessment KS1 Results: 2001			Number of pupils in Y2: 49					
Percentage of pupils at each level								
			D	W	1	2	3	4
ENGLISH:	Teacher Assessment	School	0	4	11	59	26	
		National	0	4	14	64	18	0
EN: Reading	Teacher Assessment	School	0	4	9	59	28	
		National	0	4	14	57	25	0
	Task/Test	School	0	2	9	50	39	
		National	0	4	14	56	26	0
EN: Writing	Teacher Assessment	School	0	4	9	63	24	
		National	0	5	14	70	11	0
	Task/Test	School	0	4	7	74	15	
		National	0	6	11	74	9	0
EN: Speaking and listening	Teacher Assessment	School	0	2	17	57	24	
		National	0	3	12	64	21	0
MATHEMATICS	Teacher Assessment	School	0	4	15	48	33	
		National	0	2	10	65	23	0
	Task/Test	School	0	7	2	43	48	
		National	0	2	7	63	27	0
SCIENCE	Teacher Assessment	School	0	2	15	50	33	
		National	0	2	11	70	17	0

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school:	78	In Wales:	80

- D Pupils who have been disapplied under sections 364 and 365 of the Education Act 1996 or, in the case of the Task/Test were absent.
- W Pupils who are "working towards" level 1, but have not yet achieved the standards needed for level 1.

D. The Evidence Base of the Inspection

The inspection was carried out by a team of three inspectors who spent a total of 10 inspector days at the school.

Before the inspection:

- meetings were held with the headteacher and staff, the governing body and the parents; 13 parents attended the pre-inspection meeting;
- questionnaires were distributed to all parents and the 35 completed questionnaires were analysed; the inspection team took note of the results;
- school documentation was examined.

During the inspection:

- evidence of lessons or sessions observed was based on the inspection of classes in a total of 61 lessons or sessions across the age groups;
- other observations included assemblies, registration, playtimes and lunchtime;
- discussions were held with pupils about aspects of their work and life in the school; inspectors listened to a representative sample of pupils read;
- inspectors undertook a scrutiny of pupils' work from each year group, as well as work in the classrooms and on display around the school;
- post-inspection meetings were held with the headteacher, staff and the governing body.

E. Composition and Responsibilities of the Inspection Team

Inspector	Type	Aspect Responsibilities	Subject Responsibilities
Mr J Harries	RgI	The school and its priorities Main findings Standards of achievement Standards achieved in key skills across the curriculum Pupils' spiritual, moral, social and cultural development Quality of teaching Curriculum Quality of self-evaluation and planning for improvement Leadership and efficiency Progress since the last inspection Key issues for action	early years Welsh as a second language mathematics history geography physical education religious education
Dr L Hall	Team	Assessment, recording and reporting Support, guidance and pupils' welfare Provision for pupils with SEN Staffing, accommodation and learning resources	English science design and technology information technology music art
Mrs J Warr	Lay	Behaviour and attitudes Attendance Partnership with parents and community, schools and other institutions Partnership with industry	

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