

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

**Prendergast Community Junior School
Prendergast Hill
Prendergast
Haverfordwest
Pembrokeshire
SA61 2PE**

School Number: 668/2215

Date of Inspection: 17th – 20th January 2005

by

**Mr Jeffrey Harries
W246/78220**

Date: 31st March 2005

Under Estyn contract number: T/143/04P

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

The inspection of Prendergast Community Junior School took place between 17th-20th January 2005. An independent team of inspectors, led by Mr Jeffrey Harries undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The national curriculum covers four key stages as follows:

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

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Context

The nature of the provider

1. Prendergast Junior School serves an area to the north of Haverfordwest including the areas of Prendergast, Crundale and Uzmaston. It comprises a Victorian building with an extension built in the 1960s together with demountable huts utilised as classrooms and for other activities. The school caters for pupils 7-11 years of age; pupils enter mainly from the feeder Prendergast Infant and Nursery School.
2. During the inspection, there were 216 pupils on roll which is a reduction on the previous four years due to demographic changes. The school continues to serve a locally based army regiment, local hospital and travellers children, which leads to a degree of mobility of pupils. The school considers the residential area from which pupils are drawn to be neither prosperous nor economically disadvantaged. In September 2004, 34% of the pupils lived outside the catchment area. At present, 10% of pupils are entitled to free school meals, a figure well below county and national averages. The school currently identifies 28% of pupils as having some degree of special educational need (SEN) of whom four have statements of SEN.
3. Around 97% of pupils' home language is English; eight pupils receive support teaching in English as a second language. There are no pupils from Welsh speaking homes. Approximately 93% of pupils are of white ethnicity with around 7% being non white. The entry of pupils into the school is controlled and administered by Pembrokeshire County Council (the local education authority).
4. The school's aims include:
 - developing all pupils' knowledge, experience and skills so that they become valuable contributors to society;
 - provide quality activities and experiences which pupils enjoy and that provides them with a sense of achievement;
 - ensure that pupils know how to behave appropriately and are respectful of property;
 - help pupils grow in independence and self-reliance as they move up the school;
 - develop pupils who are happy, cheerful, enthusiastic and eager to succeed in school;
 - provide a quality education delivered by a team of experienced and caring teachers.
5. The school's major priorities and targets for 2004-2005 include:
 - raising standards of achievement in mathematical problem solving and mental agility;

- moderate assessment procedures;
 - undertake annual audits and action plans in curriculum subjects;
 - develop the role of the governing body in monitoring and evaluating provision;
 - complete a healthy school's project in Y4.
6. The school was last inspected in 1999. Since that time, a before and after-school club have been established. The school has attained the Investor in People Award and the Basic Skills Quality Mark for the second time.

Summary

7. Prendergast Junior School is a good school with some outstanding features. Standards of achievement have significantly improved since the last inspection. The inspection team agreed with the vast majority of the school's judgements in areas of its work. Pupils' standards of achievement, their very good behaviour and motivation to work productively, and the quality of leadership and management are outstanding features of the school.

Table of grades awarded

8. The inspection team judged the school's work as follows:

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

Standards

9. Overall, pupils' standards of achievement in the areas of learning and subjects inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
30%	60%	10%	0%	0%

10. Pupils with special educational needs (SEN) make consistently good and often outstanding progress towards achieving the targets set for them.
11. Pupils' standards of achievement in lessons are well above the Welsh Assembly Government's (WAG) all-Wales targets.
12. In key stage two, in the subjects inspected, the standards of achievement are as follows:

Subject	Key Stage 2
Mathematics	2
Science	1
Welsh second language	2
Information technology	1
History	2
Music	1

13. Pupils' standards and progress in the key skills of communication, mathematical and information technology skills are good with outstanding features. In lessons, pupils think and express themselves very confidently and clearly, and listen carefully to other's points of view. They write accurately and extendedly across a wide range of subject areas. Pupils apply their mathematical knowledge and understanding very well particularly when recording their findings in science and when using scaled drawings in design and technology. They use their information technology skills very effectively as an integral tool for learning across a wide range of subject areas, for example, in their extensive use of the internet, video conferencing and in making presentations. Pupils' progress in developing their bilingual competence is slower and varies between classes. Pupils succeed very well regardless of their social, ethnic or linguistic background.
14. In 2004, standards of attainment in English, mathematics and science, and the percentage of pupils attaining level five, were well above local and national levels. When compared with similar schools across Wales, the school's performance is in the top 25%. The variance between the performance of boys and girls is similar to national variation, with girls outperforming boys. Pupils whose first language is not English and travellers children make very good progress in all areas of the curriculum.
15. Pupils' progress in learning is good throughout the school with outstanding features at the end of the key stage. Pupils make consistently good progress towards fulfilling their potential and moving on to the next stage of learning.
16. Pupils' attitudes toward learning, the interest they show in their work and their ability to concentrate, often for extended periods, are outstanding features. Pupils work diligently in lessons and are keen to do their best. Pupils' behaviour is an outstanding feature and contributes significantly to the standards pupils achieve and to the quality of life in the school.

17. Attendance rates are good, averaging 95% for the past three terms. Registration sessions and lessons start promptly and pupils settle very quickly.
18. Pupils progress very well in their personal, moral, social and in their all-round development and demonstrate a very mature awareness of equal opportunities.
19. The school enjoys a very productive partnership with the local community and successfully prepares pupils to play an active role within that community.

The quality of education and training

20. The quality of teaching in the subjects and areas of learning inspected:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
21%	57%	22%	0%	0%

21. The proportion of grade 2 and grade 1 lessons exceed the WAG target. This is a significant improvement since the last inspection.
22. Teachers have a very good relationship with pupils and they know their backgrounds very well. Teachers use effective strategies to ensure that pupils apply themselves to work with purpose and self-confidence.
23. In all classes, lessons are well planned including the development of key skills. Teachers co-operate well together ensuring parity of provision for all pupils including those with SEN. Learning support staff are briefed about what they are expected to do and how they do it.
24. Teachers have good subject knowledge and use a good range of teaching strategies and resources. Effective use is made of role play in some Welsh second language lessons. Very good use is made of interactive whiteboards which significantly maintains pupils' interest. Well-organised direct teaching is conducted at a brisk pace, and good quality questioning encourages pupils to make appropriate responses. Challenging tasks are set for pupils of all abilities, and relevant conclusions to lessons reinforce new learning in some classes. Good use is made of teachers' subject expertise principally in music, art, physical education and Welsh second language.
25. In the lessons judged to be satisfactory, conclusions to lessons insufficiently involve pupils in reinforcing new learning. Teachers do not plan sufficient opportunities for pupils to develop their bilingual skills across the curriculum.
26. Overall, the quality of assessment, recording and reporting is good and meets statutory requirements. Teachers assess progress accurately through close observation, questioning, discussion and marking. Recording of pupils' achievements is systematic and manageable allowing progress over time to be efficiently recorded. However, pupils state they have limited awareness of their levels of achievement and do not have a clear idea of how well they are progressing. Annual written reports to parents are of good quality.

27. The school provides pupils with a broad and balanced curriculum that complies with legal requirements. A sizeable minority of pupils with SEN miss some of the learning experiences planned for some curriculum areas when withdrawn for specialist support. All other learning experiences and activities take place within an ethos of inclusion. Pupils' basic and key skills are progressively developed across the curriculum. The provision of a wide range of extra-curricular activities is an outstanding feature of the school evident in the musical, sporting, cultural and residential activities.
28. Pupils' moral, social and cultural development is well promoted; their spiritual development is satisfactory. Collective worship complies with statutory requirements and offers pupils an opportunity to become aware of their own needs and that of others, however, time for personal reflection is too brief. Pupils display good self-discipline and work effectively. They understand the difference between right and wrong. Pupils take a prominent part in community concerts to help charities and are involved in environmental initiatives such as the collection of waste paper for re-cycling.
29. The school's partnerships with parents, the local community, the infant and secondary schools and higher education institutions are good and enrich the life and work of the school.
30. Communication with parents is effective, however, in the pre-inspection meeting, a significant number of parents stated they would like more information about the curriculum and what is being taught on a termly basis. The school prospectus provides parents with valuable information but does not fulfil statutory requirements. Parents and friends make a valuable contribution to the life and work of the school which is greatly valued by the headteacher and staff. A home/school agreement has been drawn up which has readily been accepted by the majority of parents.
31. The school actively promotes pupils' understanding of the world of work and the vocational aspect of the personal and social education (PSE) programme is well addressed by staff.
32. Y Cwricwlwm Cymreig is well promoted across a range of curricular areas. Requirements are well met resulting in pupils having good knowledge and understanding of the cultural, environmental, historical, and linguistic characteristics of Wales. Pupils' awareness, understanding and appreciation of other cultures is an outstanding feature evident in their work in music, art and their studies of people in other lands.
33. Pupils' understanding and awareness of sustainable development are developing well. The school's commitment to global citizenship is an outstanding feature. The school has established highly successful partnerships with schools all over the world.
34. Overall, the quality of the care, support and guidance arrangements provided by the school for its pupils is good. The school provides a happy, supportive environment in which all pupils are valued and included. School routines

effectively ensure that pupils receive appropriate care and welfare support when required. Pupils' behaviour, attendance and punctuality are monitored rigorously. The recommendations of the Code of Practice are met, evident in the good provision made for pupils with SEN. The deputy head, as special educational needs co-ordinator (SENCo) manages the provision well.

35. On entering and leaving the school premises, the headteacher or staff, currently supervise the safety of pupils. Traffic is particularly heavy at these times and the danger to pupils is exacerbated by the number of parked cars and by pupils and vehicles travelling to and from the comprehensive school. Despite strenuous efforts by the governing body to employ a school crossing patrol, this remains a health and safety issue.

Leadership and management

36. The quality of leadership shown by the head teacher is very good. He has clarity of vision for improving and developing the school. He is ably supported by the senior management team. The school takes very good account of national priorities, for example, it has developed a number of initiatives to develop pupils' understanding of global citizenship.
37. Detailed analysis is undertaken of performance data. Benchmark information is used to compare the school's performance with that of other schools in the county and in Wales. Whole-school quantitative targets are set which are both challenging and realistic. In judging success and evaluating its own performance, the school uses a developing range of strategies, informed by a broad range of data and qualitative evidence.
38. Subject co-ordinators undertake the monitoring and evaluation of their areas of responsibility by regularly sampling pupils' work, gathering comprehensive portfolios of pupils' levelled work and undertaking an annual audit. They share the outcomes from evaluation and act upon the findings. However, co-ordinators do not visit classes to formally monitor provision.
39. Governors undertake their duties conscientiously, have a good awareness of their responsibilities and are very supportive of the school. They have good oversight of the budget and supervise expenditure well. Whilst governors are involved in setting the strategic direction of the school, their role in monitoring the quality of provision is less well developed. This is a priority for development identified by governors themselves.
40. The school runs effectively and efficiently on a day-to-day basis. The part-time school secretary and administrative officer carry out their duties efficiently and conscientiously.
41. The headteacher, governors and staff are committed to maintaining and further improving standards. All staff are involved in the self-evaluation process. The school development plan (SDP) comprehensively sets out the school's priorities. The self-evaluation report, produced by the school before the inspection, is concise and clear. It identifies strengths and areas for improvement supported by a wide range of documented evidence. Overall, the inspection team agreed

with the school's identification of its strengths and areas for improvement and agreed with the judgements made by the school in six of the seven key questions.

42. The school has a sufficient number of well-qualified and experienced teachers who are effectively deployed to enable the curriculum to be taught to all pupils. The classroom support staff work well with teachers in planning, teaching and recording pupils' progress.
43. The quality and quantity of learning resources are generally good and support the effective delivery of the curriculum. The recent provision of interactive whiteboards and ICT resources are very well utilised to support teaching and learning.
44. The accommodation is adequate for the number of pupils on roll. Whilst the majority of the classrooms are of sufficient size, there is insufficient space for the provision of a library where pupils can engage in quiet reading and study. There is no covered walkway between the main building and the demountable huts and pupils cross between them in all weathers to access toilets. The staff work hard to create a positive learning environment for the pupils. Displays of pupils' work celebrate achievement and enhance the appearance of the interior of the building.
45. The school has made very good progress since the last inspection with all the key issues having been successfully addressed. It provides very good value for money.

Recommendations

46. The school needs to:
 - R1. maintain standards in the subjects and aspects judged to be good or good with outstanding features and address the identified shortcomings;
 - R2. involve pupils in the assessment process in order that they understand how well they are progressing and are involved in planning their own progress and improvement;
 - R3. develop further the role of subject co-ordinators in monitoring standards of achievement as set out in the school development plan;
 - R4. develop further the role of the governing body in monitoring and evaluating provision as set out in the school development plan;
 - R5. ensure the school prospectus meets the Welsh Assembly Government's requirements;
 - R6. address the health and safety issue identified in the report.

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

Standards

Key question 1: How well do learners achieve?

Grade 1: Good with outstanding features

48. Overall, the findings of the inspection team do not match the judgement of grade 2 made by the school in the inspection report. Learners standards of achievement are judged to consistently good with some outstanding features.

Pupils' standards of achievement

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
30%	60%	10%	0%	0%

49. Pupils with special educational needs (SEN) make consistently good and often outstanding progress towards achieving the targets set for them.
50. Pupils' standards of achievement in lessons are well above the Welsh Assembly Government's (WAG) all-Wales targets.
51. In the subjects inspected, the standards of achievement are as follows:

Subject	Key Stage 2
Mathematics	2
Science	1
Welsh second language	2
Information technology	1
History	2
Music	1

52. Pupils' standards and progress in the key skills of communication, mathematical and information technology skills are good with outstanding features. In lessons, pupils think and express themselves very confidently and clearly and listen carefully to other's points of view. They write accurately and extendedly across a very wide range of subject areas. Pupils apply their mathematical knowledge and understanding very well particularly in recording their findings in science and when using scaled drawings in design and technology. They use their information technology skills very effectively as an integral tool for learning across a wide range of subject areas. Pupils' progress in developing their bilingual competence is slower and varies between classes. Pupils succeed very well regardless of their social, ethnic or linguistic background.
53. In 2004, standards of attainment in English, mathematics and science, and the percentage of pupils attaining level five, were well above local and national levels. When compared with similar schools across Wales, the school's performance is in the top 25%. The variance between the performance of boys and girls is similar to national variation, with girls outperforming boys.

54. Pupils' progress in learning is good throughout the school with outstanding features at the end of the key stage. Pupils make consistently good progress towards fulfilling their potential and moving on to the next stage of learning. Pupils whose first language is not English and travellers children make very good progress in all areas of the curriculum.
55. End of key stage pupils work at full capacity and apply their knowledge to related problems very well, particularly in their scientific enquiry. However, pupils state they have limited awareness of their own levels of achievement.
56. Pupils' attitudes toward learning, the interest they show in their work and their ability to concentrate, often for extended periods, are outstanding features. Pupils work diligently in lessons and are keen to do their best. They display great enthusiasm towards their work and know their efforts are appreciated by their teachers.
57. Pupils' behaviour is an outstanding features of the school and contributes significantly to the standards they achieve and to the quality of life in the school. The headteacher and staff have high expectations of pupils' behaviour, and pupils respond positively to their calm and consistent approach. Pupils behave well on all occasions; they are developing into responsible and mature individuals who show respect and courtesy towards all who are involved in the school community.
58. Attendance rates are good, averaging 95% for the past three terms. The vast majority of pupils are punctual and keen to attend school. Registration sessions and lessons start promptly and pupils settle very quickly. The school complies with attendance requirements set out in the National Assembly for Wales Circular 3/99, Pupil Support and Social Inclusion.
59. Pupils progress very well in their personal, moral, social and in their all-round development. The progressive development of pupils' problem solving and creative skills are a strong feature. They work well independently and with others, and take responsibility for their actions. Pupils demonstrate a very mature awareness of equal opportunities, respecting the diversity of beliefs, attitudes and social and cultural traditions.
60. The school enjoys a very productive partnership with the local community and successfully prepares pupils to play an active role within that community. Pupils regularly support a range of cultural, civic and environmental projects, and fund-raising for local charities is a highly successful feature of school life. The school regularly makes its facilities available to the local community and is used frequently by a range of local clubs and groups.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

61. Overall, the findings of the inspection team match the judgements made by the school in the self-evaluation report.

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
21%	57%	22%	0%	0%

62. The proportion of grade 2 and grade 1 exceeds the WAG's target of 65% of lessons being good or better by 2007. This is a significant improvement since the last inspection.
63. Teachers have a very good relationship with pupils and they know their backgrounds very well. Pupils' efforts and good work are praised and consistent encouragement ensures good progress. Teachers use effective strategies to ensure that pupils apply themselves to work with purpose and self-confidence.
64. In all classes, lessons are well planned with clear learning objectives which are always shared with pupils. Teachers co-operate well together. They regularly have discussions, plan, share ideas, and work as a team, ensuring parity of provision for all pupils including those with SEN. Learning support staff are briefed about what they are expected to do and how they do it. Planning for the development of key skills across the curriculum is good.
65. Teachers have good subject knowledge and use a good range of teaching strategies and resources. Effective use is made of role play in some Welsh second language lessons. Very good use is made of interactive whiteboards which significantly maintains pupils' interest. Well-organised direct teaching is conducted at a brisk pace, and good quality questioning encourages pupils to make appropriate responses. Challenging tasks are set for pupils of all abilities, and relevant conclusions to lessons reinforce new learning in some classes. Teachers promote equality of opportunity and actively address the needs of specific groups of pupils, including those with SEN. Good use is made of teachers' subject expertise principally in music, art, physical education and Welsh second language.
66. In the lessons judged to be satisfactory, conclusions to lessons insufficiently involve pupils in reinforcing new learning. Teachers do not plan sufficient opportunities for pupils to develop their bilingual skills across the curriculum. In the teaching of history, imparting knowledge and facts allows insufficient opportunity for pupils to develop their enquiry skills in some classes. In mathematics, the range of strategies to solve problems mentally is not systematically taught throughout the school.

67. There is a clear whole school policy which explains how the organisation and use of assessment improves teaching and learning; the policy is consistently implemented throughout the school. Recording of pupils' achievements is systematic and manageable, allowing progress over time to be efficiently recorded. It contains a good balance of academic achievement, special needs, practical and personal skills, medical data and assessments which have implications for pupils' current and future progress. The moderation of pupils' work by the staff and the compilation of portfolios of annotated and levelled work enable teachers to assess NC levels accurately. These provide a comprehensive record of the work of the school in all areas of learning.
68. Teachers' evaluation of their curriculum planning and the assessment of pupils' work related to the learning objectives are efficiently recorded. Teachers assess progress accurately through close observation, questioning, discussion and marking. This information informs the planning for the next learning objectives and ensures continuity and progression in pupils' learning. This practice is a notable strength of the school.
69. The quality of the written and oral feedback given to pupils is generally good and consistent with the marking policy. In the best practice, the marking of pupils' work is linked to the lesson's learning objectives and provides guidance for the pupil to improve. The school is developing strategies for individual pupils to become actively involved in their own learning with examples of good practice in Y3 and Y6. However, pupils state they have limited awareness of their levels of achievement and do not have a clear idea of how well they are progressing.
70. The school meets statutory requirements for assessing and reporting on the NC. Parents and carers are regularly informed about the progress made by their children and they have access to records and reports relating to them. Annual written reports to parents are of good quality; they celebrate pupils' achievements and give parents helpful guidance in assisting their children to improve their work at home.

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

Grade 2: Good features and no important shortcomings

71. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
72. The school provides pupils with a broad and balanced curriculum that complies with legal requirements. Apart from science, schemes of work guide teachers to provide good quality teaching and learning in all subjects through a diversity of experiences and a range of learning opportunities.
73. The school sets pupils into two ability groups for English and mathematics in Y3, Y4 and Y5, and three ability groups in Y6 pupils. The organisation is well planned and account is taken of pupils' needs in a sympathetic and sensitive manner. Teachers focus their planning and teaching in an effective way to meet the needs of small groups and individual pupils. The three Y6 classes are organised into two classes for the afternoon sessions in order to provide extra support for pupils with SEN. The use of learning support staff and good curriculum planning effectively mitigates the challenges related to quality learning in large classes. A sizeable minority of pupils with SEN miss some of the learning experiences planned for other curriculum areas when withdrawn for specialist support. All other learning experiences and activities take place within an ethos of inclusion. Appropriate support is provided by the Local Education Authority to support pupils whose first language is not English.
74. Pupils' basic and key skills are progressively developed across the curriculum. Teachers' planning highlights opportunities to reinforce these skills to enhance pupils' understanding. The school does not have a specific written policy for the progressive development of key skills, however, teachers' planning ensures that key skills learnt in lessons are systematically applied across the curriculum.
75. The provision of a wide range of extra-curricular activities is an outstanding feature of the school. Pupils benefit from a planned programme of cultural and sporting activities that enrich their experiences and provide a foundation for life long learning. The opportunities for pupils to participate in the many musical activities contribute to the very positive ethos that is apparent throughout the school. Sporting activities, participation in the Urdd, the computer and stamp club and other activities are all inclusive and provide a pleasurable and valuable dimension to pupils' learning. Educational visits, including residential visits to Llangranog for older pupils, and links with the community contribute positively to pupils' personal and social development.
76. Pupils' moral, social and cultural development is well promoted; their spiritual development is satisfactory. Collective worship, of a broadly Christian nature, offers the pupils an opportunity to become aware of their own needs and that of others, however, time for personal reflection is too brief. Pupils have a good

sense of self-discipline, and develop good skills in learning to take initiative and exercise responsibility. Pupils work effectively in groups during lessons and co-operate successfully in circle time. They understand the difference between right and wrong and show a respect for persons, property and the truth. Pupils take a prominent part in community concerts to help charities and are involved in environmental initiatives such as the collection of waste paper for re-cycling.

77. The planned curriculum ensures that pupils are aware of the diverse cultural traditions and activities represented in Wales. Pupils' awareness, understanding and appreciation of other cultures is an outstanding feature evident in their work in music, art and their studies of people in other lands.
78. The school's partnerships with parents, the local community, the infant and secondary schools and higher education institutions are good and enrich its life and work. Many parents are supportive of the school; they appreciate the ready access they have to the headteacher and staff and are supportive of the values that the school promotes. A home/school agreement has been drawn up which has readily been accepted by the majority of parents.
79. Communication with parents through regular newsletters, daily informal contact with staff and by regular meetings with teachers to discuss children's work and progress is effective. However, in the pre inspection meeting, a significant number of parents stated they would like more information about the curriculum and what is being taught on a termly basis. The school has already put into place some new initiatives to resolve this, including curriculum evenings for parents. The school prospectus provides parents with valuable information but does not fulfil statutory requirements.
80. Parents and friends make a valuable contribution to the life and work of the school which is greatly valued by the headteacher and staff.
81. The school promotes equal opportunities and this is reflected in its life and work. Pupils, irrespective of their social background, gender, disability or ethnicity are positively included in all appropriate activities.
82. The school actively promotes pupils' understanding of the world of work and the vocational aspect of the personal and social education (PSE) programme is well addressed by staff. Pupils visit a range of retail, commercial and industrial sites in Haverfordwest and further afield, and are gaining a good understanding of different working environments, and the variety of work undertaken. Older pupils have a good understanding of their local area and the importance of preserving the natural landscape of Pembrokeshire to attract tourists. The school's partnership with the National Park is highly successful.
83. Local employers are supportive of the school and sponsorship has been received from a number of local businesses. No teachers have undertaken a relevant industrial placement with a view to enhancing professional development and enriching curriculum provision for pupils.
84. Y Cwricwlwm Cymreig is well promoted across a range of curricular areas. Requirements are well met resulting in pupils having good knowledge and understanding of the cultural, environmental, historical, and linguistic

characteristics of Wales. Pupils undertake studies of Welsh authors, write good quality poems when working with a chaired and crowned bard and celebrate the work of Waldo Williams, who was born in the school house. They undertake regular visits to enhance their learning. The learning experiences for promoting pupils' bilingual skills are less well developed.

85. Pupils' understanding and awareness of sustainable development are progressing well. The school is working towards achieving the bronze sustainable school award and pupils are aware of the importance of energy conservation, recycling and waste minimisation.
86. The school's commitment to global citizenship is an outstanding feature. The highly successful partnerships established with schools all over the world enable pupils to have a truly international understanding of the lives of children on different continents and the global forces which shape their lives. The whole school community is justly proud of achieving the British Council International School Award in recognition of its work in promoting global citizenship.
87. Pupils participate in many competitions and workshops sponsored by industry and relevant agencies, including the Education Business Partnership (EBP). They have regular opportunities to contribute to decision-making through their involvement on the school council and exhibit their entrepreneurial and problem-solving skills as they take part in enterprise activities.
88. Pupils are aware of their own community and understand that they can contribute to its regeneration through citizenship, partnership with others and through care for the environment.

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

Grade 2: Good features and no important shortcomings

89. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
90. Overall, the quality of the care, support and guidance arrangements provided by the school for its pupils is good. The school provides a happy, supportive environment in which all pupils are valued and included. School routines effectively ensure that pupils receive appropriate care and welfare support when required.
91. The school has developed effective working partnerships with parents and carers, which contribute significantly to the quality of support and guidance offered to pupils. Parents and carers feel valued and are confident that their views are well considered by the school.
92. The induction procedures for pupils entering the school, moving up classes and transferring to secondary school are effective and ensure pupils settle quickly into their new environments.
93. The school provides high quality personal support and guidance for its pupils. All pupils take part in the planned opportunities for promoting pupils' personal and social development across the curriculum. The police, safety services, school nurse and other support services help pupils to develop confidence, take responsibility, develop healthy, safer lifestyles, respect the differences between people and to develop good relationships. Pupils are carefully monitored by teachers in order to identify their needs and progress; they know that they can approach staff with a concern.
94. Pupils' behaviour, attendance and punctuality are monitored rigorously. The school's policies and procedures to promote good behaviour are highly effective. Pupils whose behaviour is giving cause for concern are counselled, parents are involved and support is sought from external agencies and the LEA when necessary. These arrangements work well.
95. Very effective procedures are in place to encourage good attendance and punctuality. The school makes very good use of an efficient computerised registration system. Regular and effective liaison takes place with the Pupil Support Officer (PSO).
96. The school has clear, well documented procedures for ensuring pupils' well-being and health and safety when in its care. There are three staff with first aid qualifications, however, some of the certification requires updating. Risk assessments are regularly carried out in school and prior to visits outside the premises. The school complies with the regulations for fire precautions and emergency evacuation of the building. On entering and leaving the school

premises, the headteacher or staff currently supervise the safety of pupils. Traffic is particularly heavy at these times and the danger to pupils is exacerbated by the number of parked cars and by pupils and vehicles travelling to and from the comprehensive school. Despite strenuous efforts by the governing body for a school crossing patrol, this remains a health and safety issue.

97. The school works in the pupils' best interests to safeguard their welfare. There are three named members of staff who have received training and are responsible for child protection. All adults responsible for the supervision of pupils are aware of the school's policy and their own responsibilities. Procedures are effective and the school liaises with the appropriate outside agencies.
98. The recommendations of the SEN Code of Practice are met; the school has effective procedures in place to identify pupils with SEN. The deputy head as special educational needs co-ordinator (SENCO), assesses the needs of pupils and manages the provision very well, including the effectiveness of support staff. There are 60 pupils (28%) on the SEN register, four of whom have statements. Pupils receive support both in the classroom and in withdrawal sessions. All pupils have appropriate individual education plans (IEPs); they are regularly reviewed and the assessments and recording procedures are outstanding. Parents receive regular reports and are involved in the reviews, however, they are not always aware of the targets set for their child. The school liaises effectively with outside agencies.
99. The school recognises the diversity of pupils' backgrounds, and all pupils are treated with dignity and respect. The school has high expectations for all its pupils, and good race relations are successfully promoted. The school actively promotes gender equality and challenges stereotypes in pupils' choices and expectations.
100. The measures taken by the school to eliminate oppressive behaviour including racial discrimination, bullying and all other forms of harassment are very effective. Such incidents are very rare and the school functions well as a harmonious and supportive community where all pupils, including those with disabilities and specific learning needs, are valued equally as individuals. No pupils have been excluded from school within the last year. The school has taken reasonable steps to ensure that disabled pupils do not suffer from less favourable treatment and has liaised with the LEA to improve access to the premises, however, some classrooms are not accessible for wheelchair users.

Leadership and management

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

Grade 2: Good features and no important shortcomings

101. Overall, the findings of the inspection team match the judgements made by the school in the self-evaluation report.
102. The quality of leadership shown by the head teacher is very good. He has clarity of vision for improving and developing the school. He is ably supported by the senior management team. The school ethos supports a good quality of life reflected in the confidence, trust and mutual co-operation between staff, pupils, governors, parents and the wider community.
103. The school takes very good account of national priorities, for example, it has developed a number of initiatives to develop pupils' understanding of global citizenship. Strong international links have been established which is an outstanding feature of the school. The long established school council helps pupils to contribute to and influence directly the decisions that affect them.
104. Detailed analysis is undertaken of performance data. Benchmark information is used to compare the school's performance with that of other schools in the county and in Wales. Whole-school quantitative targets are set which are both challenging and realistic.
105. In judging success and evaluating its own performance, the school uses a developing range of strategies, informed by a broad range of data and qualitative evidence. Subject co-ordinators undertake monitoring and evaluation of their areas of responsibility by regularly sampling pupils' work, gathering comprehensive portfolios of pupils' levelled work and undertaking an annual audit. They share the outcomes from evaluation and act upon findings. However, co-ordinators do not visit classes to formally monitor provision.
106. The effective staff appraisal system promotes teachers' continuous professional development. The school has been credited with 'The Investor in People Award.'
107. Governors undertake their duties conscientiously, have a good awareness of their responsibilities and are very supportive of the school. Many are actively involved in the daily life and work of the school, ensuring the school's aims and objectives are fully realised. Governors meet regularly and are supplied with comprehensive information about the life and work of the school through the headteacher's reports.
108. Governors have a good oversight of the budget and supervise expenditure well. The latest audit of finances by the local authority in July 2002 reported good budgetary control with significant progress having been made to improve

financial control since the previous audit. Decisions on expenditure are closely linked to the priorities identified in the SDP and governors make every effort to secure best value for money. Whilst governors are involved in setting the strategic direction of the school, their role in monitoring the quality of provision is less well developed. This is a priority for development identified by governors themselves.

109. Governors fulfil their legal and regulatory requirements though there is a need to ensure that the school prospectus meets statutory requirements.
110. The school runs effectively and efficiently on a day to day basis. The part-time school secretary and administrative officer carry out their duties efficiently and conscientiously. Overall, the school provides very good value for money.

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

Grade 2: Good features and no important shortcomings

111. Overall, the findings of the inspection team match the judgements made by the school in the self-evaluation report.
112. The headteacher, governors and staff are committed to maintaining and further improving standards. All staff are involved in the self-evaluation process. The views of governors, parents and learners have all been taken into account. Including the chairman, a number of governors are involved in monitoring provision.
113. The SDP is a comprehensive plan clearly setting out the school's priorities. In order to achieve success, the school plans well in advance, agrees time schedules and success criteria and ensures full discussion with all interested parties.
114. A detailed analysis is made of a wide range of assessment and test results. The school makes good use of this analysis to identify strengths and weaknesses.
115. Performance management procedures are impacting well on staff development. Annual interviews undertaken by senior managers contribute effectively to the identification of the professional needs of all staff.
116. The self-evaluation report, produced by the school before the inspection, is concise and clear. It identifies strengths and areas for improvement supported by a wide range of documented evidence. Overall, the inspection team agreed with the school's identification of its strengths and areas for improvement and agreed with the judgements made by the school in six of the seven key questions.
117. The school has made very good progress since the last inspection, with all the key issues having been successfully addressed.

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

Grade 2: Good features and no important shortcomings

118. The findings of the inspection team match the judgement made by the school in the self-evaluation report.
119. The school has a sufficient number of well-qualified and experienced teachers to enable the curriculum to be taught effectively to all pupils. The classroom support staff work well with teachers in planning, teaching and recording pupils' progress. There are effective procedures to develop the expertise of the staff to implement the initiatives in the SDP and to further their own continuing professional development. Staff are effectively deployed to make good use of their strengths and experiences for the teaching of subjects such as music, art, physical education and Welsh second language. Lunchtime supervisory, canteen, caretaker and cleaning staff provide a valuable contribution to the efficient running of the school.
120. The quality and quantity of learning resources are generally good and support the effective delivery of the curriculum. Overall, good use is made of the school's resources to ensure that the pupils achieve high standards. There are insufficient number of Welsh language reading books to enable pupils to browse and select books to stimulate their interest and extend their reading skills. Subject leaders and the governing body regularly review resources. The recent provision of interactive whiteboards and ICT resources are very well utilised to support teaching and learning.
121. The accommodation is adequate for the number of pupils on roll. Whilst the majority of the classrooms are of sufficient size, there is insufficient space for the provision of a library where pupils can engage in quiet reading and study. There is no covered walkway between the main building and the demountable huts, and pupils cross between them in all weathers to access toilets. The school has dedicated one demountable hut exclusively for use as a music room. It is very well resourced with a range of musical instruments but is situated away from the school and is difficult to access in inclement weather.
122. The staff work hard to create a positive learning environment for the pupils. Displays of pupils' work celebrate achievement and enhance the appearance of the interior of the building. The school buildings and grounds are kept clean and tidy by the caretaker, cleaners, staff and pupils.
123. Spending decisions are well linked to priorities in the school's plans. They are sanctioned by the headteacher, and the budget sub-committee of the governing body is diligent in its monitoring role of reviewing and guiding significant areas of expenditure.

Standards achieved in subjects and areas of learning

Mathematics

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

Good features

124. All pupils, including pupils with SEN, make good progress in mathematics as they progress through the key stage.
125. In Year (Y)3, the majority of pupils have a sound grasp of number. They understand the place value of each digit in numbers up to 100. Pupils find different ways of making up amounts to 50p using different coins and the more able accurately give change from amounts up to 100p.
126. The majority of Y4 pupils set out a grid and find co-ordinates accurately. Pupils understand angle as a measurement of turn, recognise right angles in turns and find right angles in a variety of contexts, knowing they measure 90 degrees. They use and apply their knowledge of number to look for different ways to investigate solutions to problems.
127. Pupils in Y5 have a good knowledge of shape, space and measure. They estimate angles of 60 and 90 degrees well and know the 8 points of the compass. The more able use a protractor accurately to draw angles up to 180 degrees and use a logo program to plot a route using right angles. Pupils double and halve numbers up to 1,000, convert fractions in tenths to decimal notation and multiply and divide confidently with numbers up to 10.
128. The vast majority of Y6 pupils work securely with tables up to 10 in multiplication and division. The application of their number skills when solving a variety of problems and investigations is a strength. Pupils record their findings using different graphical representations and consider simple ideas of probability through practical activity and personal experience.
129. All pupils use ICT to extend their mathematical skills and use the interactive whiteboard confidently to demonstrate their mathematical skills.

Shortcomings

130. A significant number of pupils have a limited knowledge of a range of strategies to solve problems mentally, and a minority of pupils in Y3, have an insecure knowledge of the properties of simple shapes.

Science

Key Stage 2: Grade 1: Good with outstanding features

Good and outstanding features

131. Pupils' scientific investigative skills are developing well in classes lower down the school. They are an outstanding feature by the end of the key stage where pupils' enquire, research and draw accurate conclusions following their experimentation. All pupils work collaboratively and have a very good understanding of how a fair test is carried out.
132. In Y3, in their study of green plants as organisms, pupils recognise the structure of a plant and match the functions of the leaves, root, fruit, flower and stem to the correct parts. They make sensible predictions if parts are removed and know the conditions needed to ensure healthy growth.
133. In their study of forces and motion, Y4 pupils have a very good knowledge and understanding of friction. In their experimentation on ramp gradients and distances travelled by model cars, pupils apply their mathematical skills appropriately when measuring their results with developing accuracy. Following a visit to Cilrhedyn Woods, pupils develop a good understanding of food chains in various habitats and how woodlands can be safeguarded.
134. In their study of sound, Y5 pupils develop an understanding that scientific ideas can be tested and measured. They estimate loudness in their experimentation followed by the use of a sensor stick to measure sound in decibels. They accurately draw conclusions from graphic evidence.
135. Y6 pupils very effectively use their knowledge and understanding of the context, to identify the appropriate kind of enquiry, when setting up and planning their experiments in dissolving various sugars. They make a series of measurements with precision. They repeat observations and measurements and offer simple explanations for any differences they encounter. They present results in an appropriate form making very good use of ICT; this is an outstanding feature of their work.

Shortcomings

136. There are no significant shortcomings.

Welsh second language

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

Good features

137. Pupils participate enthusiastically in lessons in all classes. When engaged in oral and role play activities, in groups or as a whole class, pupils display considerable enjoyment.
138. Pupils recite Welsh prayers and sing a wide range of Welsh songs and rhymes with good pronunciation and intonation. They listen and respond politely to oral stimuli and follow simple commands. Pupils identify the names of colours, know parts of the body, family relationships, convey greetings and count with good pronunciation and intonation. They complete language tasks with developing accuracy which build on their speaking, reading and writing skills.
139. The majority of pupils display good oral skills when asking and answering questions about familiar objects, the weather, pets, days of the week, where they live and how they feel. They use an expanding vocabulary and a developing range of sentence structures, including negative responses when sustaining a simple conversation.
140. Pupils display good reading skills when reading from a text with the teacher. They confidently read printed resources within their environment and read aloud their own work.
141. Pupils' writing skills are good. In lower key stage two, they construct sentences confidently using appropriate vocabulary. Simple words are usually spelt correctly. They write a developing range of text in response to a variety of stimuli. Throughout the school, pupils keep a daily diary recording the date, day of the week and how they feel. By the end of the key stage, they write extended paragraphs for a good range of audiences, write and role play dialogues, punctuate appropriately and spell frequently occurring words correctly.

Shortcomings

142. Pupils do not choose books independently from a range of texts, and read of their own accord because they are appealing. Older pupils write within a narrow range of sentence structures when recording their daily diary. A minority of older pupils respond orally using a narrow range of words and sentence structures.

Information technology

Key Stage 2: Grade 1: Good with outstanding features

Good and outstanding features

143. Pupils, including those with SEN, make very good progress in developing and using their information technology skills as they progress through the school; this is an outstanding feature. By the end of the key stage, pupils have developed their skills to the extent that they confidently participate in activities such as video conferencing with their partner school in Denmark as part of the Comenius project.
144. In Y3, pupils' computer skills are good. They use and change different fonts accurately, confidently use a word processor for writing and to record their evaluations for design and technology projects. They express their findings in a variety of graphical forms for comparison and e-mail their personal profiles to a partner school in Cardiff.
145. Y4 pupils measure temperature and record their findings accurately on a database; they use Excel to convert their data into graphs. They use digital cameras effectively and begin to create powerpoint presentations. An outstanding feature is pupils' experimentation with data logging programs and investigating different effects with digital images.
146. Pupils in Y5 and Y6 regularly use the internet to research information, for example, they find out weather data from different parts of the world. They use spreadsheets effectively to enter sales and payments for goods, and identify how profitability could be improved. Pupils design a mathematics trail for younger pupils to access on a computer. They create powerpoint presentations to extend their knowledge of their World War II project.
147. At the upper end of the key stage, an outstanding feature is pupils' application of their ICT skills across the curriculum. They use ICT very effectively to further their understanding of information they have retrieved and processed, to explore and solve problems across the curriculum, and to investigate the use of ICT in the wider world. The interactive whiteboard is used constructively by pupils across a wide range of subjects.

Shortcomings

148. There are no significant shortcomings.

History

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

Good features

149. Younger pupils develop a good historical vocabulary. They have a good understanding of how things change over time. Pupils answer questions confidently about life beyond living memory. They develop a good sense of chronology, sequencing events and using common words and phrases relating to the passing of time. Older pupils make very good use of conventions which describe the passing of time and use appropriate vocabulary when discussing and recalling a range of topics.
150. Younger pupils communicate their findings through good quality accounts, making good use of their writing and ICT skills. Older pupils present results with increasing independence in a wide variety of ways. They write extended, empathetic accounts of the plight of evacuees and use ICT extensively to organise and communicate their findings; this is an outstanding feature. Pupils with SEN write effective diary accounts of the plight of evacuees.
151. Y3 pupils have a developing knowledge and understanding of life in Victorian times. They compare and contrast wash day then and now. Following a visit to Scolton Manor, pupils discover the change in style of houses over time.
152. Y4 pupils have a good understanding and knowledge of life in Tudor times. They gather information effectively on the way of life of the rich and poor. Outstanding empathetic writing skills are developed as pupils record their experiences following a visit to Carew castle.
153. In Y5, pupils have a developing understanding of child labour in Victorian times. Pupils effectively role play life in a Victorian school and have a good recall of their experiences. They use a range of resources, including ICT, to enquire and investigate.
154. End of key stage pupils develop a very good range and depth of historical knowledge and understanding of life during the Second World War. They select, recall and organise historical information, using very good vocabulary. Pupils present results with increasing independence, including oral and role play activities, extended writing, and the integral use of ICT.
155. Visits to places of historical interest, the use of visiting speakers and good quality displays enrich pupils' understanding and interpretation of history. Pupils use of a range of sources, including artefacts, significantly enhances their historical enquiry skills particularly at the upper end of the key stage.

Shortcomings

156. Y3 pupils' enquiry skills are less well developed.

Music

Key Stage 2: Grade 1: Good with outstanding features

Good and outstanding features

157. Y3 pupils respond well to rhythm patterns by listening and singing. They recognise the difference between pitched sounds made on tuned instruments and unpitched sounds made on untuned instruments. They use these sounds to create compositions which they record using simple graphical notation. Pupils appraise their work and make sensible suggestions for improvement.
158. In Y4, pupils play pieces and accompaniments and perform patterns by ear and from notation. Pupils demonstrate fluency in singing, including songs and sounds in two parts, and play pieces which have several parts, developing the ability to listen and appraise accurately their own work and that of others. They identify how musical instruments can be used to communicate a mood or effect. Pupils express ideas and opinions about music, developing a wide musical vocabulary.
159. Y5 pupils perform rhythm patterns with very good control, reading from notations. When expressing ideas and opinions about music, they show a very good knowledge of the musical elements using them in the correct context; this is an outstanding feature.
160. Pupils in Y6 identify the musical elements of timbre, pitch, dynamics and duration in a tune. They recall a complicated rhythmic pattern very well and pick out the sounds made by a variety of instruments, individually and in combination.
161. By the end of the key stage, pupils' standards of achievement are outstanding. They display a very good knowledge of the NC programmes of study. They sing songs, in unison and two parts, with clear diction, excellent control of pitch with a sense of phrase and musical expression. They play tuned and untuned instruments with control and rhythmic accuracy and explore and explain their own ideas and feelings about music. Pupils know and identify the main elements and listen attentively. They know how time and place can influence the way music is created and performed.
162. Older pupils rehearse and present performances with an awareness of the audience.
163. The school orchestra practices regularly and combined with the enthusiasm of the pupils, enable very high standards to be achieved. Pupils take their music out to the community, participating in a wide range of concerts, and they extend their knowledge through workshops with, for example, the Welsh College of Music and Drama and Cardiff Strings.

Shortcomings

164. There are no significant shortcomings.

School's response to the inspection

165. The governors and staff of the school are very pleased with the findings of the inspection team. The report highlights that the school has made significant progress since the last inspection and has a number of outstanding features.
166. The quality of learning identified by the inspection team, illustrates the high standards that are achieved by the pupils as a result of the support provided by the school's staff. The development of key skills has been an important area of development for the school, and it is gratifying to see that the hard work of staff and pupils is recognised by the inspectors, particularly in the use of information and communications technology.
167. The quality of self-evaluation undertaken by the school have been supported by the inspection process, and this we feel reflects the quality of leadership and management at all levels. As a result, the school is now in a position to further refine its practices in order to further raise standards.
168. The report recognises Prendergast Junior School is a caring school, in which pupils are valued and well supported. Good relationships have been developed with a wide range of groups in the community, and are recognised as having a positive effect on school life. The school is committed to ensuring that these links are maintained and enhanced for the benefit of all pupils.
169. The school accepts the recommendations made by the inspection team and is committed to addressing these areas. The staff and governors are further developing the monitoring of standards in the school, in order to maintain the high standards, but also to improve these, by addressing the identified shortcomings. Involving the pupils in evaluating their progress has already begun in the school and will be further developed in all classes. Communicating with parents is a focus of the current school development plan and includes the review of the school prospectus and the provision of information provided about the school curriculum.
170. The school will liaise closely with the local authority to address the health and safety issue identified.
171. A summary of the school's action plan will be sent to all parents. The governor's annual report to parents will report on the progress we are making on the inspection recommendations.

Appendix A

Basic information about the school

Name of school	Prendergast Community Junior Mixed School
School type	Community
Age-range of pupils	7-11 years
Address of school	Prendergast Hill Prendergast Haverfordwest Pembrokeshire
Post-code	SA61 2PE
Telephone number	01437 764865

Headteacher	Mr N Paul Hughes
Date of appointment	1 st September 1999
Chair of governors/ Appropriate authority	Mr John Bartlett
Registered inspector	Mr Jeffrey Harries
Dates of inspection	17 th -20 th January 2005

Appendix B

School data and indicators

Number of pupils in each year group					
Year group	Y3	Y4	Y5	Y6	Total
Number of pupils	46	57	48	65	216

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	10	0	10

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	21.5:1
Pupil: adult (fte) ratio in nursery classes	N/A
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	25.3
Teacher (fte): class ratio	1.2:1

Percentage attendance for three complete terms prior to inspection				
Term	R	KS1	KS2	Whole School
Autumn 2004			95.9%	95.9%
Summer 2004			94.5%	94.5%
Spring 2004			95.6%	95.6%

Percentage of pupils entitled to free school meals	10%
Number of pupils excluded during 12 months prior to inspection	0

Appendix C

National Curriculum Assessment Results End of Key Stage 2:

National Curriculum Assessment KS2 Results 2004										Number of pupils in Y6		77	
Percentage of pupils at each level													
			D	A	F	W	1	2	3	4	5	6	
English	Teacher assessment	School	0	0	0	0	0	1	5	48	46	0	
		National	1	1	0	1	1	5	16	46	30	0	
	Test/Task	School	0	0	0	0	0	1	5	42	52	0	
		National	1	1	0	0	0	4	13	43	37	0	
Mathematics	Teacher assessment	School	0	0	0	0	0	1	4	55	40	0	
		National	1	1	0	0	1	3	17	46	31	0	
	Test/Task	School	0	0	0	0	0	0	5	49	46	0	
		National	1	1	0	0	0	3	15	43	36	0	
Science	Teacher assessment	School	0	0	0	0	0	0	3	34	63	0	
		National	1	0	0	1	1	1	10	50	36	0	
	Test/Task	School	0	0	0	0	0	0	3	32	65	0	
		National	1	1	0	0	0	1	8	50	39	0	

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	90.9%	In the school	90.9%
In Wales	70.6%	In Wales	70.0%

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

Appendix D

Evidence base of the inspection

The inspection was carried out by a team of three inspectors 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 10 parents who attended the pre-inspection meeting;
- questionnaires were distributed to all parents and the 71 completed questionnaires were analysed and the inspection team took note of the results; 96% of the responses were positive;
- school documentation was examined.

During the inspection:

- evidence based on the inspection of classes in a total of 53 lessons or sessions across the age groups;
- other observations included assemblies, registration, playtimes and lunch-times;
- discussions were held with pupils about aspects of their life and work 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.

Appendix E

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr J Harries Registered Inspector	Context Summary and recommendations Key Questions 1,2,5 and 6 Science Welsh second language History
Mr C Brace Team Inspector	Key Questions 3, 4 and 7 Mathematics Information technology Music
Mrs J Warr Lay Inspector	Contributions to key questions 1,2,3,4 and 5

Contractor Atlantes Educational Services
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 Lissadel Street
 Salford M6 6AP

Acknowledgement

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

Summary Report for Parents

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

**Prendergast Community Junior School
Prendergast Hill
Prendergast
Haverfordwest
Pembrokeshire
SA61 2PE**

School Number: 668/2215

Date of Inspection: 17th – 20th January 2005

by

**Mr Jeffrey Harries
W246/78220**

Date: 31st March 2005

Under Estyn contract number: T/143/04P

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

The inspection of Prendergast Community Junior School took place between 17th-20th January 2005. An independent team of inspectors, led by Mr Jeffrey Harries undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The national curriculum covers four key stages as follows:

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

Context

The nature of the provider

Prendergast Junior School serves an area to the north of Haverfordwest including the areas of Prendergast, Crundale and Uzmaston. It comprises a Victorian building with an extension built in the 1960s together with demountable huts utilised as classrooms and for other activities. The school caters for pupils 7-11 years of age; pupils enter mainly from the feeder Prendergast Infant and Nursery School.

During the inspection, there were 216 pupils on roll which is a reduction on the previous four years due to demographic changes. The school continues to serve a locally based army regiment, local hospital and travellers children, which leads to a degree of mobility of pupils. The school considers the residential area from which pupils are drawn to be neither prosperous nor economically disadvantaged. In September 2004, 34% of the pupils lived outside the catchment area. At present, 10% of pupils are entitled to free school meals, a figure well below county and national averages. The school currently identifies 28% of pupils as having some degree of special educational need (SEN) of whom four have statements of SEN.

Around 97% of pupils' home language is English; eight pupils receive support teaching in English as a second language. There are no pupils from Welsh speaking homes. Approximately 93% of pupils are of white ethnicity with around 7% being non white. The entry of pupils into the school is controlled and administered by Pembrokeshire County Council (the local education authority).

The school's aims include:

- developing all pupils' knowledge, experience and skills so that they become valuable contributors to society;
- provide quality activities and experiences which pupils enjoy and that provides them with a sense of achievement;
- ensure that pupils know how to behave appropriately and are respectful of property;
- help pupils grow in independence and self-reliance as they move up the school;
- develop pupils who are happy, cheerful, enthusiastic and eager to succeed in school;
- provide a quality education delivered by a team of experienced and caring teachers.

The school's major priorities and targets for 2004-2005 include:

- raising standards of achievement in mathematical problem solving and mental agility;
- moderate assessment procedures;
- undertake annual audits and action plans in curriculum subjects;

- develop the role of the governing body in monitoring and evaluating provision;
- complete a healthy school's project in Y4.

The school was last inspected in 1999. Since that time, a before and after-school club have been established. The school has attained the Investor in People Award and the Basic Skills Quality Mark for the second time.

Summary

Prendergast Junior School is a good school with some outstanding features. Standards of achievement have significantly improved since the last inspection. The inspection team agreed with the vast majority of the school's judgements in areas of its work. Pupils' standards of achievement, their very good behaviour and motivation to work productively, and the quality of leadership and management are outstanding features of the school.

Table of grades awarded

The inspection team judged the school's work as follows:

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

Standards

Overall, pupils' standards of achievement in the areas of learning and subjects inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
30%	60%	10%	0%	0%

Pupils with special educational needs (SEN) make consistently good and often outstanding progress towards achieving the targets set for them.

Pupils' standards of achievement in lessons are well above the Welsh Assembly Government's (WAG) all-Wales targets.

In key stage two, in the subjects inspected, the standards of achievement are as follows:

Subject	Key Stage 2
Mathematics	2
Science	1
Welsh second language	2
Information technology	1
History	2
Music	1

Pupils' standards and progress in the key skills of communication, mathematical and information technology skills are good with outstanding features. In lessons, pupils think and express themselves very confidently and clearly, and listen carefully to other's points of view. They write accurately and extendedly across a wide range of subject areas. Pupils apply their mathematical knowledge and understanding very well particularly when recording their findings in science and when using scaled drawings in design and technology. They use their information technology skills very effectively as an integral tool for learning across a wide range of subject areas, for example, in their extensive use of the internet, video conferencing and in making presentations. Pupils' progress in developing their bilingual competence is slower and varies between classes. Pupils succeed very well regardless of their social, ethnic or linguistic background.

In 2004, standards of attainment in English, mathematics and science, and the percentage of pupils attaining level five, were well above local and national levels. When compared with similar schools across Wales, the school's performance is in the top 25%. The variance between the performance of boys and girls is similar to national variation, with girls outperforming boys. Pupils whose first language is not English and travellers children make very good progress in all areas of the curriculum.

Pupils' progress in learning is good throughout the school with outstanding features at the end of the key stage. Pupils make consistently good progress towards fulfilling their potential and moving on to the next stage of learning.

Pupils' attitudes toward learning, the interest they show in their work and their ability to concentrate, often for extended periods, are outstanding features. Pupils work diligently in lessons and are keen to do their best. Pupils' behaviour is an outstanding feature and contributes significantly to the standards pupils achieve and to the quality of life in the school.

Attendance rates are good, averaging 95% for the past three terms. Registration sessions and lessons start promptly and pupils settle very quickly.

Pupils progress very well in their personal, moral, social and in their all-round development and demonstrate a very mature awareness of equal opportunities.

The school enjoys a very productive partnership with the local community and successfully prepares pupils to play an active role within that community.

The quality of education and training

The quality of teaching in the subjects and areas of learning inspected:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
21%	57%	22%	0%	0%

The proportion of grade 2 and grade 1 lessons exceed the WAG target. This is a significant improvement since the last inspection.

Teachers have a very good relationship with pupils and they know their backgrounds very well. Teachers use effective strategies to ensure that pupils apply themselves to work with purpose and self-confidence.

In all classes, lessons are well planned including the development of key skills. Teachers co-operate well together ensuring parity of provision for all pupils including those with SEN. Learning support staff are briefed about what they are expected to do and how they do it.

Teachers have good subject knowledge and use a good range of teaching strategies and resources. Effective use is made of role play in some Welsh second language lessons. Very good use is made of interactive whiteboards which significantly maintains pupils' interest. Well-organised direct teaching is conducted at a brisk pace, and good quality questioning encourages pupils to make appropriate responses. Challenging tasks are set for pupils of all abilities, and relevant conclusions to lessons reinforce new learning in some classes. Good use is made of teachers' subject expertise principally in music, art, physical education and Welsh second language.

In the lessons judged to be satisfactory, conclusions to lessons insufficiently involve pupils in reinforcing new learning. Teachers do not plan sufficient opportunities for pupils to develop their bilingual skills across the curriculum.

Overall, the quality of assessment, recording and reporting is good and meets statutory requirements. Teachers assess progress accurately through close observation, questioning, discussion and marking. Recording of pupils' achievements is systematic and manageable allowing progress over time to be efficiently recorded. However, pupils state they have limited awareness of their levels of achievement and do not have a clear idea of how well they are progressing. Annual written reports to parents are of good quality.

The school provides pupils with a broad and balanced curriculum that complies with legal requirements. A sizeable minority of pupils with SEN miss some of the learning experiences planned for some curriculum areas when withdrawn for specialist support. All other learning experiences and activities take place within an ethos of inclusion. Pupils' basic and key skills are progressively developed across the curriculum. The provision of a wide range of extra-curricular activities is an

outstanding feature of the school evident in the musical, sporting, cultural and residential activities.

Pupils' moral, social and cultural development is well promoted; their spiritual development is satisfactory. Collective worship complies with statutory requirements and offers pupils an opportunity to become aware of their own needs and that of others, however, time for personal reflection is too brief. Pupils display good self-discipline and work effectively. They understand the difference between right and wrong. Pupils take a prominent part in community concerts to help charities and are involved in environmental initiatives such as the collection of waste paper for recycling.

The school's partnerships with parents, the local community, the infant and secondary schools and higher education institutions are good and enrich the life and work of the school.

Communication with parents is effective, however, in the pre-inspection meeting, a significant number of parents stated they would like more information about the curriculum and what is being taught on a termly basis. The school prospectus provides parents with valuable information but does not fulfil statutory requirements. Parents and friends make a valuable contribution to the life and work of the school which is greatly valued by the headteacher and staff. A home/school agreement has been drawn up which has readily been accepted by the majority of parents.

The school actively promotes pupils' understanding of the world of work and the vocational aspect of the personal and social education (PSE) programme is well addressed by staff.

Y Cwricwlwm Cymreig is well promoted across a range of curricular areas. Requirements are well met resulting in pupils having good knowledge and understanding of the cultural, environmental, historical, and linguistic characteristics of Wales. Pupils' awareness, understanding and appreciation of other cultures is an outstanding feature evident in their work in music, art and their studies of people in other lands.

Pupils' understanding and awareness of sustainable development are developing well. The school's commitment to global citizenship is an outstanding feature. The school has established highly successful partnerships with schools all over the world.

Overall, the quality of the care, support and guidance arrangements provided by the school for its pupils is good. The school provides a happy, supportive environment in which all pupils are valued and included. School routines effectively ensure that pupils receive appropriate care and welfare support when required. Pupils' behaviour, attendance and punctuality are monitored rigorously. The recommendations of the Code of Practice are met, evident in the good provision made for pupils with SEN. The deputy head, as special educational needs co-ordinator (SENCo) manages the provision well.

On entering and leaving the school premises, the headteacher or staff, currently supervise the safety of pupils. Traffic is particularly heavy at these times and the danger to pupils is exacerbated by the number of parked cars and by pupils and

vehicles travelling to and from the comprehensive school. Despite strenuous efforts by the governing body to employ a school crossing patrol, this remains a health and safety issue.

Leadership and management

The quality of leadership shown by the head teacher is very good. He has clarity of vision for improving and developing the school. He is ably supported by the senior management team. The school takes very good account of national priorities, for example, it has developed a number of initiatives to develop pupils' understanding of global citizenship.

Detailed analysis is undertaken of performance data. Benchmark information is used to compare the school's performance with that of other schools in the county and in Wales. Whole-school quantitative targets are set which are both challenging and realistic. In judging success and evaluating its own performance, the school uses a developing range of strategies, informed by a broad range of data and qualitative evidence.

Subject co-ordinators undertake the monitoring and evaluation of their areas of responsibility by regularly sampling pupils' work, gathering comprehensive portfolios of pupils' levelled work and undertaking an annual audit. They share the outcomes from evaluation and act upon the findings. However, co-ordinators do not visit classes to formally monitor provision.

Governors undertake their duties conscientiously, have a good awareness of their responsibilities and are very supportive of the school. They have good oversight of the budget and supervise expenditure well. Whilst governors are involved in setting the strategic direction of the school, their role in monitoring the quality of provision is less well developed. This is a priority for development identified by governors themselves.

The school runs effectively and efficiently on a day-to-day basis. The part-time school secretary and administrative officer carry out their duties efficiently and conscientiously.

The headteacher, governors and staff are committed to maintaining and further improving standards. All staff are involved in the self-evaluation process. The school development plan (SDP) comprehensively sets out the school's priorities. The self-evaluation report, produced by the school before the inspection, is concise and clear. It identifies strengths and areas for improvement supported by a wide range of documented evidence. Overall, the inspection team agreed with the school's identification of its strengths and areas for improvement and agreed with the judgements made by the school in six of the seven key questions.

The school has a sufficient number of well-qualified and experienced teachers who are effectively deployed to enable the curriculum to be taught to all pupils. The classroom support staff work well with teachers in planning, teaching and recording pupils' progress.

The quality and quantity of learning resources are generally good and support the effective delivery of the curriculum. The recent provision of interactive whiteboards and ICT resources are very well utilised to support teaching and learning.

The accommodation is adequate for the number of pupils on roll. Whilst the majority of the classrooms are of sufficient size, there is insufficient space for the provision of a library where pupils can engage in quiet reading and study. There is no covered walkway between the main building and the demountable huts and pupils cross between them in all weathers to access toilets. The staff work hard to create a positive learning environment for the pupils. Displays of pupils' work celebrate achievement and enhance the appearance of the interior of the building.

The school has made very good progress since the last inspection with all the key issues having been successfully addressed. It provides very good value for money.

Recommendations

The school needs to:

- R1. maintain standards in the subjects and aspects judged to be good or good with outstanding features and address the identified shortcomings;
- R2. involve pupils in the assessment process in order that they understand how well they are progressing and are involved in planning their own progress and improvement;
- R3. develop further the role of subject co-ordinators in monitoring standards of achievement as set out in the school development plan;
- R4. develop further the role of the governing body in monitoring and evaluating provision as set out in the school development plan;
- R5. ensure the school prospectus meets the Welsh Assembly Government's requirements;
- R6. address the health and safety issue identified in the report.

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

Acknowledgement

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