

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

**SOLVA PRIMARY COMMUNITY SCHOOL
SOLVA
HAVERFORDWEST
PEMBROKESHIRE
SA62 6TS**

School Number: 668/2263

Date of Inspection: 26th-28th September 2005

by

**Mr Jeffrey Harries
W 246/78220**

Date: 28 November 2005

Under Estyn contract number: T/051/05P

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

The inspection of Solva Primary Community School took place between 26-28 September 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. This summary report may be reproduced for non-commercial educational purposes but only as a whole and provided it is reproduced verbatim without adaptation and the source and date thereof are stated.

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

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

Year groups and key stages

Schools use a common system of numbering year groups starting from the mandatory school age to 18 years old. This system focuses on the importance of progression and facilitates communication between schools, governing bodies, parents and LEAs.

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

Primary stage:

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

Secondary stage:

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

The national curriculum includes 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 to Year 11

The governing body is responsible for changing its current development plan to incorporate actions in response to the recommendations within 45 days of receipt of the report, showing what the school will do to address the recommendations. This plan, or a summary of the plan, will be distributed to every parent in the school.

There are three types of inspection.

For every inspection, there is a written report on seven key questions.

For **short** inspections, there are no subject reports.

For **standard** inspections, there are also reports on six key subjects.

For **full** inspections, there are also reports on every subject.

Estyn decides on the type of inspection given to a school, based mainly on its performance in the past. Most schools receive a standard inspection. All special schools, pupil referral units and any new schools or combined schools receive a full inspection.

This school received a **standard** inspection.

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Context

The nature of the provider

Solva Primary Community School, built in the early 1930's, is situated in the village of Solva. Its catchment area encompasses the village, Nine Wells to the west, Treffynnon to the north and Penycwm to the east. There are presently 70 full-time pupils on roll together with 11 part-time nursery age children. They come from a wide range of social backgrounds. The school considers that around three-quarters of the pupils come from areas that are neither prosperous nor economically disadvantaged and the remainder from economically disadvantaged areas. Approximately 7% are registered as being entitled to free school meals. The intake covers the full range of ability. There are 16 pupils (20%) identified by the school as having some degree of special educational need (SEN), including one pupil with a statement of SEN.

The school, in accordance with the Pembrokeshire Local Education Authority (LEA) language policy, is a category B school. The aim is to educate pupils to become bilingual in English and Welsh by the end of Key Stage (KS) 2. There are three full-time teachers, four full-time Learning Support Assistants (LSAs) and a part-time teacher for one day each week to relieve the headteacher for management duties. Pupils are taught in three mixed-age classes with Y4 pupils split between two classes for most subjects. They are taught as a whole-year group with Y2/Y3 pupils for mathematics and with Y5/Y6 pupils for English. All the pupils come from English speaking homes, 98% of which are of white ethnicity.

The school's priorities and targets

In its mission statement the school aims to:

- give every pupil the opportunity to develop to their full potential academically, emotionally and socially;
- ensure a caring environment where every pupil feels valued and respected regardless of gender, culture and ability;
- ensure pupils master the key skills and have full access to the National Curriculum (NC).
- work with parents, the community and outside agencies for the benefit of all pupils.

The school's main priorities and targets for 2005-2006 include:

- raising standards in reading and mathematics;
- raising standards in Information and Communications Technology (ICT);
- further raising standards of behaviour;
- developing a positive attitude towards Welsh and establish Welsh in all areas of school life;
- developing and implementing a system of performance management for staff development;
- further developing links between home and school.

Summary and recommendations

1. Solva Primary Community School has continued to maintain good standards since the last inspection, however shortcomings remain in addressing curriculum documentation and some of the key issues identified in the last report. The inspection team agreed with the judgements made by the school about the standards pupils achieve and with most of the school’s judgements about other areas of its work.

Table of grades awarded

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

Standards

2. 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
4%	68%	28%	0%	0%

3. Pupils’ standards of achievement in lessons are slightly above the Welsh Assembly Government’s (WAG) target for 2007, in that standards are at least 98% Grade 3 or better in all classes, and Grade 2 or better in at least 65%.

4. The overall quality of the educational provision for children under five is appropriate for their needs, and the children are making good progress towards the Desirable Outcomes for Children’s Learning.

5. The standards of achievement of children under five are as follows:

Language, literacy and communication	Grade 2
Personal and social development	Grade 2
Mathematical development	Grade 1
Knowledge and understanding of the world	Grade 2
Creative development	Grade 2
Physical development	Grade 3

6. In KS1 and KS2, in the subjects inspected, the standards of achievement are as follows:

Subject	Key Stage 1	Key Stage 2
English	2	3
Mathematics	2	2
Design and technology	3	3
Information technology	2	3
Religious education	2	2

7. In the early years, the standards and the progress children make in the key skills across the curriculum are consistently good. In KS1 and KS2, they are good in speaking and listening and the use of numeracy. They listen carefully and speak clearly with good pronunciation and intonation. They make good use of their numeracy skills to measure and calculate accurately. Standards in reading, writing and the use of information and communications technology (ICT) are good with some shortcomings. The majority of pupils read accurately, however a significant number do not read for pleasure or gather information from books. Over-use of worksheets inhibits pupils' skills in writing for an extended range of audiences. Pupils make appropriate use of ICT programmes to support their work in science and mathematics, however they make insufficient use of the internet and CD-ROMs to gather information in a range of subjects.

8. Pupils' bilingual skills are developing appropriately. Pupils' creative skills are developing well; their problem-solving, investigative and decision-making skills are less well advanced with insufficient opportunity to experiment in science.

9. In 2005 at the end of KS1, pupils' attainment according to teacher assessment in the NC core subjects of English, mathematics and science was above local and national averages. When compared with similar schools across Wales, standards are lower in English and above in mathematics and science resulting in school performance being in the bottom 50% but above the lowest performing 25%.

10. In 2005 at the end of KS2, standards of attainment in English, mathematics and science were above local and national averages. When compared with similar schools across Wales, school performance is in the top 50% but below the best performing 25%.

11. Overall, pupils' behaviour and their attitudes to learning have good features, which outweigh some shortcomings. Most pupils are well behaved, however, on occasions, the attitude of some older pupils hinders their learning and the standards they achieve.

12. Attendance rates for the past three terms average 93%. Pupils are punctual and lessons start promptly. The school does not comply with statutory requirements for the registration of nursery children.

13. The school is successful in promoting equality of opportunity for all pupils, and pupils demonstrate a good understanding of the importance of treating everyone equally, fairly and without favouritism. In discussion, pupils display a growing respect for the diversity of beliefs, attitudes and cultural traditions within society.

The quality of education and training

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

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
13%	60%	27%	0%	0%

15. The percentage of Grade 2 and Grade 1 lessons is above the WAGs target for 65% to be good or better by 2007.

16. Teachers have a good relationship with the pupils and they know their backgrounds well. In all classes, lessons are planned with clear learning objectives although they are not always shared with pupils. Teachers co-operate well together ensuring parity of provision for all pupils, including those with SEN. Overall, teachers have good subject knowledge and use a good range of teaching strategies and resources. Good use is made of interactive whiteboards, which significantly maintains pupils' interest.

17. In the lessons judged to be less effective, lesson plans do not always ensure continuity and progression and overuse of work sheets significantly inhibits opportunities for pupils to write extendedly and to record their findings in a variety of ways. Plenary sessions are not utilised consistently to reinforce new learning.

18. In the early years, there are effective procedures for assessment and recording of children's progress. In KS1 and KS2, assessment and recording are variable, with records of achievements kept in the core subjects each term, however, in the foundation subjects and religious education, assessment and recording procedures are at a very early stage of development. Annual reports to parents meet statutory requirements.

19. Overall, the school succeeds in meeting pupils' needs and generally provides a broad and balanced curriculum. Planning and provision for the under-fives are good. In KS1 and KS2, while there are appropriate policies in place, schemes of work and planning for the development of key skills are incomplete. There is no policy, scheme of work or whole-school strategy for the promotion of pupils' personal and social education (PSE). These are important shortcomings.

20. Extra-curricular activities have begun to be developed and a games club has recently commenced on a weekly basis. Homework is provided and for the most part is appropriately targeted.

21. Acts of collective worship comply with statutory requirements and make good contributions to pupils' spiritual and moral development. Y Cwricwlwm Cymreig is incorporated into many subjects particularly in history and art, and the provision for developing pupils understanding of other cultures is effectively promoted,

22. The school is working diligently to enhance its partnership with parents, other schools and the local community. In a short time, the headteacher has consulted with parents to seek their views and has introduced new initiatives in response to their recommendations. The school prospectus and annual report of the governing body (GB) provide useful guidance, but fail to include all statutory information for parents. A home-school agreement has recently been drawn up and the majority of parents have readily accepted this initiative.

23. The school is developing its links with local businesses, however, work-related education is an area for development identified in the school's self-evaluation report. At present, the vocational aspect of the PSE programme is under-developed and pupils' understanding of the world of work is limited.

24. Overall, the school provides good pastoral support and guidance for pupils. Pupils are happy to turn to staff for advice should they have problems or worries. Links with a range of outside agencies are good and often very good. Arrangements for the induction of new pupils are effective and good procedures are in place for the transfer of Y6 pupils to the comprehensive school.

25. The overall provision for pupils with additional learning needs is good and pupils with SEN make good progress. The school fully adheres to the SEN Code of Practice and there is a good range of resources to support the provision. Effective use is made of withdrawal sessions and in-class support.

26. The headteacher monitors attendance, punctuality and behaviour carefully. 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.

Leadership and management

27. The quality of leadership shown by the headteacher is good. Since her recent appointment, she has instigated many new initiatives and has clarity of vision for improving and developing the school evident in the newly formulated mission statement and aims and objectives. However, a number of policies and schemes of work remain to be drawn up. 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. The school was accredited with the Basic Skills Quality Mark in 2004.

28. Governors are supportive of the school, undertake their duties conscientiously and meet regularly. However, they do not take a full role in setting the strategic direction of the school, are not fully involved in monitoring the quality of provision and have yet to ratify a number of newly drawn up policies.

29. The quality of self-evaluation and planning for improvement are good. The new headteacher has established a sound culture of self-evaluation. She has undertaken an evaluation of recent progress and supported by the governors, is actively engaged in processes to evaluate the school's strengths and weaknesses. However, subject co-ordinators do not undertake sufficiently effective monitoring and evaluation of their areas of responsibility. This has been identified for development in the SDP.

30. Progress in addressing the action plan since the last inspection has some good features, but there are shortcomings in important areas. Good progress has been made in improving the provision for ICT and multi-cultural education with some progress in raising standards of achievement in design and technology. Shortcomings remain in reviewing schemes of work, planning for the development of key skills, developing the role of curriculum co-ordinators in monitoring standards of achievement and ensuring the school prospectus and governors' report to parents fully comply with WAG requirements.

31. The school has sufficient qualified and experienced teachers for the numbers on roll although the teacher pupil-ratios in mixed-aged classes are comparatively high. Good use is made of LSAs, who work effectively alongside teachers.

32. Overall, resources are good with pupils having equal access. However, the reception age children do not have daily access to the designated safe play area and KS1 and KS2 pupils do not have regular access to games equipment during playtimes.

33. Accommodation is satisfactory overall. Space in classrooms is, however, restricted for activities of a more practical nature and also when nursery and reception children join Y1 pupils during afternoon sessions.

34. Spending decisions are well linked to priorities in the school's plans and the finance sub-committee of the GB is assiduous in its monitoring role, revising and directing significant areas of spending. There are secure processes in place to ensure good value for money.

Recommendations

35. In order to improve the school in the areas inspected, the staff and governing body need to:

R1 raise standards in English and information technology in KS2 and design technology in both key stages.

R2 enhance the quality of the curriculum by:-

- (a) devising complete schemes of work in all subjects;
- (b) developing a structured PSE programme;
- (c) planning for the systematic development of key skills;

R3 review and devise procedures for assessment and recording of pupil progress in all subjects;

R4 further develop the role of curriculum co-ordinators in monitoring standards of achievement;

R5 further develop links with industry to enhance pupils' understanding of the world of work.

R6 comply fully with WAG requirements in respect of the school prospectus, the governing body's annual report to parents, the registration of nursery-age children and ratifying new policies.

The school is addressing aspects of recommendations one, two, four, five and six in its present SDP.

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

Standards

Key question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings

36. The findings of the inspection team correspond with the school's judgement in the self-evaluation report.

Pupils' standards of achievement:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
4%	68%	28%	0%	0%

37. The general quality of educational provision for the under-fives is appropriate to their needs and the children make good progress towards the Desirable Outcomes for Children's Learning. Baseline assessments show that attainment on entry to school is average for the majority of children.

38. Standards of achievement for children under five are as follows:

Language, literacy and communication	Grade 2
Personal and social development	Grade 2
Mathematical development	Grade 1
Knowledge and understanding of the world	Grade 2
Creative development	Grade 2
Physical development	Grade 3

39. In the subjects inspected in Key Stage 1 (KS1) and KS2, the standards of achievement are as follows:

Subject	Key Stage 1	Key Stage 2
English	2	3
Mathematics	2	2
Design technology	3	3
Information technology	2	3
Religious education	2	2

40. Pupils with special educational needs (SEN) make good progress and achieve the targets set for them.

41. In the early years, the standards and the progress children make in the key skills across the curriculum are consistently good. Nursery and reception age children listen very attentively to their teacher and the LSAs. Children talk clearly and communicate well in role-play activities. Reception age children respond very well orally to likeable characters in storybooks, discuss readily and respond positively to teacher questioning with the vast majority gaining fluency in Welsh.

42. In KS1 and KS2, standards in the key skills across the curriculum are good in speaking and listening and the use of numeracy. The pupils listen carefully and speak

clearly with good pronunciation and intonation. They make good use of their numeracy skills to measure and calculate accurately, however, older KS2 pupils do not make sufficient use of their understanding of scale in design and technology.

43. Standards in reading, writing and the use of information and communications technology (ICT) are good with some shortcomings. The majority of pupils read accurately, however a significant number do not read for pleasure or gather information from books. Over-use of worksheets inhibits pupils' skills in writing for an extended range of audiences. Pupils make appropriate use of ICT programmes to support their work in science and mathematics, however they make insufficient use of the internet and CD-ROMs to gather information in a range of subjects.

44. Pupils' bilingual skills are developing appropriately. Pupils have a good understanding of teachers' instructions, but a minority lack confidence in responding readily in Welsh.

45. Pupils' creative skills are developing well; their problem-solving, investigative and decision-making skills are less well advanced with insufficient opportunity to experiment in science.

46. In 2005 at the end of KS1, pupils' attainment according to teacher assessment in the NC core subjects of English, mathematics and science was above local and national averages. When compared with similar schools across Wales, standards are lower in English and above in mathematics and science resulting in school performance being in the bottom 50% but above the lowest performing 25%.

47. In 2005 at the end of KS2, standards of attainment in English, mathematics and science were above local and national averages. When compared with similar schools across Wales, school performance is in the top 50% but below the best performing 25%.

48. Overall, pupils' behaviour and their attitudes to learning have good features, which outweigh some shortcomings. Most pupils are well behaved in the classroom, in the playground and as they move about the school. However, on occasions, the attitude of some older pupils hinders their learning and the standards they achieve. A minority of pupils demonstrates indifferent attitudes towards learning; they lack enthusiasm, their pace of work is slow and they sometimes show a lack of courtesy towards others.

49. Children in early years and pupils in Y1 consistently achieve good standards of behaviour and have positive attitudes towards learning; their personal and social skills are developing well.

50. Attendance rates for the past three terms average 93% and instances of unauthorised absence are minimal. Pupils are punctual and keen to attend school and lessons start promptly.

51. The school does not comply with statutory requirements for the registration of nursery children as they are not registered at the start of their session in school. This has health and safety implications as the school has no accurate record of their attendance until later in the day when they are formally registered. In all other instances, registration is conducted efficiently and in accordance with statutory requirements and the school

takes account of attendance guidance set out in the National Assembly for Wales Circular 3/99, Pupil Support and Social Inclusion.

52. Pupils' personal, moral and social development has good features, however, the attitude of some pupils hinders their full development. Most pupils are developing a secure set of personal and moral values and demonstrate a clear understanding of right from wrong. A minority of older pupils sometimes demonstrates a lack of care and concern for others.

53. Within the classroom, pupils sometimes need the support of teachers to ensure they stay on task and organise themselves appropriately when working with others. Pupils do not have many opportunities to take responsibility, show initiative and contribute to the decision-making process, but this is improving as pupils become more involved in the newly-established school council.

54. The school is successful in promoting equality of opportunity for all pupils, and pupils demonstrate a good understanding of the importance of treating everyone equally, fairly and without favouritism. In discussion, pupils display a growing respect for the diversity of beliefs, attitudes and cultural traditions within society.

55. The school is working hard to enhance pupils' understanding of the life and work of the local community and to prepare them for active participation within it. Pupils take part in community activities and community groups are encouraged to make use of school facilities.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

56. The findings of the inspection team correspond with the school's judgement in the self-evaluation report.

57. In the lessons observed, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
13%	60%	27%	0%	0%

58. The percentage of grade 2 and grade 1 lessons is above the Welsh Assembly Government's (WAG) target of 65% being good or better by 2007.

59. Teachers have a good relationship with pupils and they know their backgrounds well. Pupils' efforts and good work are praised and consistent encouragement ensures good progress.

60. In all classes, lessons are planned with clear learning objectives although they are not 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. However, planning for the continuity and progression of

key skills is under-developed. Planning for the under-fives is appropriate with active learning becoming a stronger feature.

61. Overall, teachers have good subject knowledge and use a good range of teaching strategies and resources. 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. In the majority of lessons, challenging tasks are set for pupils of all abilities. Teachers promote equality of opportunity and actively address the needs of specific groups of pupils, including those with SEN.

62. In the lessons judged to be less effective, lesson plans do not always ensure continuity and progression. Teacher expectations are insufficiently high resulting in abler pupils being insufficiently challenged. Organisation and management of classes is less effective when Y4 pupils are taught as a whole-year group with other pupils in English and mathematics.

63. In both key stages, overuse of work sheets significantly inhibits opportunities for pupils to write extendedly and to record their findings in a variety of ways. Plenary sessions are not utilised consistently to reinforce new learning.

64. There is a policy for assessment in place which is beginning to be used appropriately. Good use is made of a range of tests, including the baseline test, to identify pupil strengths and areas for development.

65. In early years, there are effective procedures for assessment and recording of children's progress.

66. In KS1 and KS2, pupils' record folders contain each term records of achievements in the core areas, the results of tests and projected targets. A portfolio of levelled work is being developed in English. In the foundation subjects and religious education, assessment and recording procedures are at a very early stage of development and are generally informal in nature.

67. Assessment opportunities are not consistently identified in teachers' short-term planning and evidence gained from on-going assessment does not systematically inform the next stage of planning in a sufficiently rigorous manner. While the marking of work is regular and consistent, it does not always identify the way forward for pupils.

68. Procedures for including pupils in the assessment process and in contributing to setting their own targets are in place, but are at a very early stage of development.

69. Assessment and recording procedures for pupils with SEN are good and make an important contribution to the quality of provision.

70. Annual reports to parents meet statutory requirements and, for the most part, are of good quality.

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

Grade 4: Some good features, but shortcomings in important areas

71. The findings of the inspection team do not correspond with the school's judgement of Grade 3 in the self-evaluation report.

72. Overall, the school succeeds in meeting pupils' needs and generally provides a broad and balanced curriculum.

73. Planning and provision for the under-fives are good. Children receive stimulating and purposeful learning experiences and are often actively involved in their own learning. Under-use of the outdoor curriculum, however, limits their full learning potential.

74. In KS1 and KS2, while there are appropriate policies in place, schemes of work are incomplete for most subjects. This is an important shortcoming which limits the overall effectiveness of planning for the progressive development of knowledge, understanding and skills throughout the school.

75. There is a policy in place to promote the key skills. Planning procedures are however insufficiently comprehensive and rigorous to ensure the progressive development of the key skills across the key stages. There are no whole-school strategies for the systematic development of pupils' skills of working independently, nor for the promotion of their problem-solving skills.

76. While some opportunities are provided for using incidental Welsh, the approach to developing pupils' bilingual skills is not always consistent. There is no school policy or formal planning procedures in place in this context.

77. The focus on equality of opportunity is good. The provision for pupils with SEN is effective and their needs are well catered for.

78. Pupils' learning experiences are beginning to be enhanced and enriched through visits in the locality and further afield. More use is also being made of visitors to the school.

79. Extra-curricular activities have begun to be developed and a games club has recently commenced on a weekly basis. Homework is provided and for the most part is appropriately targeted.

80. Acts of collective worship comply with statutory requirements and make good contributions to pupils' spiritual and moral development. Y Cwricwlwm Cymreig is incorporated into many subjects particularly in history and art, and the provision for developing pupils' understanding of other cultures is effectively promoted, particularly in religious education.

81. While circle time activities have begun to be developed for younger pupils, there is no policy, scheme of work or whole-school strategy for the promotion of pupils' personal and social education (PSE). This is an important shortcoming. There is limited opportunity for pupils to take responsibility, to help determine school aims and rules and

contribute to a system of sanctions and rewards. The school is beginning to address this by the recent formation of a school council.

82. The school is working diligently to enhance its partnership with parents, other schools and the local community. In a short time, the headteacher has consulted with parents to seek their views and has introduced new initiatives in response to their recommendations. The school is keen to encourage parents to play an active part in the life and work of the school and to become more involved in their children's education. A small but active Parent-Teacher Association (PTA) is supportive and provides the school with a valuable source of additional income.

83. Parents are kept informed through regular newsletters, curriculum information and daily informal contact. The school prospectus and annual report of the governing body (GB) provide useful guidance, but fail to include all statutory information for parents. A home-school agreement has recently been drawn up and the majority of parents have readily accepted it.

84. Good pastoral, administrative and curricular links have been developed with the receiving secondary school. Regular liaison meetings, an exchange of information and ideas, joint in-service training, teacher exchanges and bridging units that span KS2 and KS3, help to promote continuity of education for pupils. Good links have been developed with the pre-school nursery that meets in the school. Arrangements for the intake of children into the early-years class are good and ensure that children settle quickly into their new environment.

85. The school has no partnerships with initial teacher training institutions, but welcomes students from local secondary schools to undertake work-experience placements.

86. The school is raising its profile and becoming more involved in the local community. This initiative is broadening pupils' learning experiences and involving the community in the life and work of the school.

87. The school is developing its links with local businesses; however, work-related education is an area for development identified in the school's self-evaluation report. At present, the vocational aspect of the PSE programme is under-developed and pupils' understanding of the world of work is limited. No teachers have undertaken a relevant industrial placement with a view to enhancing professional development and enriching curriculum provision for pupils.

88. Pupils' awareness and understanding of sustainable development and global citizenship is developing. Pupils understand the need to protect the environment and keep their school and community free from litter. They are involved in re-cycling projects and are aware of the need to reduce energy consumption. Pupils have been involved in projects dealing with global citizenship and understand something of the forces that shape children's lives, especially in the developing world.

89. Pupils' entrepreneurial skills are beginning to develop and are evident when they design and make goods for sale at the school's Christmas Fair.

90. Pupils are becoming more aware of their own community and recognise how they can contribute to its continued success through active citizenship, partnership and care for the environment. Older pupils have a good understanding of the natural beauty of their locality and the importance of the tourist industry to the economic prosperity of Pembrokeshire.

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

Grade 2: Good features and no important shortcomings

91. The findings of the inspection team correspond with the school's judgement in the self-evaluation report.

92. Overall, the school provides good pastoral support and guidance for its pupils. Teachers have a good relationship with pupils. They consider the pupils' views to be important and their efforts and endeavours are constantly praised.

93. There are a number of policies in place to support the pastoral care of pupils. Some of these have recently been adopted and are in draft form.

94. Staff have a good knowledge of pupils and their needs and provide good personal and educational support. Pupils are happy to turn to them for advice should they have problems or worries.

95. Appropriate links are in place with parents and carers. Links with a range of outside agencies are good and often very good for pupils with SEN.

96. Arrangements for the induction of new pupils are effective. There are good procedures in place for the transfer of Y6 pupils to the comprehensive school. The school works within the family of feeder schools in this context and the behaviour support teacher works alongside Y6 pupils preparing them for the transition. Good use is also made of visits from the secondary school's teachers to work with them on transition and bridging projects.

97. The school has a clear health and safety policy and appropriate procedures are in place in these fields. A number of staff members are trained in first aid.

98. The school has a new child protection policy that outlines appropriate procedures, but has not yet been ratified by governors. The headteacher is the designated person responsible. Staff have not, however, received training in this field.

99. The overall provision for pupils with additional learning needs is good and pupils make good progress. The school fully adheres to the SEN Code of Practice and there is a good range of resources to support the provision. The part-time SEN support teacher who shares the role of SENCO with the headteacher works very closely with class teachers and Learning Support Assistants (LSAs) and makes a very good contribution to the provision. She is also involved in the staff training programme in this context.

100. Procedures for the early identification of SEN are very effective and good quality Individual Education Plans (IEPs) exist for all pupils on the SEN register. The views of pupils are sought and targets are well focused and monitored and regularly reviewed.

Parents are made aware of their contents and have opportunities to come and discuss them.

101. Effective use is made of withdrawal sessions and in-class support. The four LSAs make important contributions to the provision including one-to-one support

102. There are very good links with outside agencies and very good support is provided by the speech and language and behaviour support teachers who regularly visit the school. They work closely with teachers and are involved in the training of LSAs.

103. The headteacher carefully monitors attendance, punctuality and behaviour. The small number of 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. This has resulted in an improvement in behaviour.

104. While procedures to encourage good behaviour are in place, the school has no formal policy to guide practice in promoting good behaviour and discipline, in outlining responsibilities and in establishing a clear system for rewards and sanctions. Procedures to deal with any incidents of bullying are in place and incidents are infrequent. An anti-bullying policy has recently been drawn up by the headteacher, but has not yet been ratified by the GB.

105. The school has an appropriate policy statement and procedures to develop pupils' understanding of the importance of racial equality and provision in this context is good. Good emphasis is placed on developing pupils' awareness and understanding of diversity in a wide range of curricular areas.

106. There is an access plan in place to address the needs of the physically disabled.

Leadership and management

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

Grade 3: Good features outweigh shortcomings

107. The findings of the inspection team correspond with the school's judgement in the self-evaluation report.

108. The quality of leadership shown by the headteacher is good. Since her recent appointment, she has instigated many new initiatives and has a clear vision for improving and developing the school, evident in the newly formulated mission statement and aims and objectives. However, a number of policies and schemes of work have not yet been drawn up.

109. 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.

110. The school takes some account of national priorities, for example, a commitment to foster a close partnership with the pre-school play group and SIMTRA classes by allowing

the use of the school's facilities. Development of pupils' awareness and understanding of sustainable development and global citizenship is at an early stage of development.

111. Some evaluation is undertaken of performance data, from baseline assessment through to the end of KS2, resulting in appropriate whole-school quantitative targets being set. In judging success and evaluating its own performance, the school uses a developing range of strategies. However, subject co-ordinators do not undertake sufficiently effective monitoring and evaluation of their areas of responsibility. They do not visit classes, sample pupils' work or gather portfolios of pupils' levelled work. This has been identified for development in the SDP with programmes drawn up to commence this term.

112. The staff appraisal system promotes teachers' continuous professional development. In-house training has been undertaken recently to enhance teachers' ICT skills. The school was accredited with the Basic Skills Quality Mark in 2004.

113. Governors undertake their duties conscientiously and meet regularly. They are supportive of the headteacher, staff and pupils and are committed to the school's aims, objectives and vision for the future.

114. Governors are kept well informed by the headteacher and have an appropriate overview of the school's finances. Some governors are new and, as yet, the GB does not take a full role in setting the strategic direction of the school and are not fully involved in monitoring the quality of provision. These remain areas for development identified in the school's self-evaluation report.

115. Overall, governors fulfil their responsibilities, but there is a need to ensure all statutory requirements are met with regard to registration procedures, information for parents and ratification of new policies.

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

Grade 2: Good features and no important shortcomings

116. The findings of the inspection team correspond with the school's judgement in the self-evaluation report.

117. The quality of self-evaluation and planning for improvement are good. Since her recent appointment, the headteacher has established a sound culture of self-evaluation. She has undertaken an evaluation of recent progress and supported by the governors, is actively engaged in processes to evaluate the school's strengths and weaknesses. This has resulted in a formal self-evaluation report outlining and analysing the school's current strengths and areas for development.

118. The SDP is an effective working document for developing the school. It contains references to strategies for improvement, clear criteria for evaluating progress and realistic timescales for action and it has been costed effectively within the budget. The school is at an early stage of monitoring the progress made towards achieving set targets.

119. Staff and governors are clear on the present aims for improvement as outlined in the SDP. Current priorities include further raising standards in reading and numeracy, enhancing pupils' bilingual skills, developing further the process of self-review, the role of curriculum co-ordinators and strengthening links with parents.

120. Progress in addressing the action plan since the last inspection has some good features, but there are shortcomings in important areas. Good progress has been made in improving the provision for ICT and multi-cultural education with some progress in raising standards of achievement in design and technology. Shortcomings remain in reviewing schemes of work, planning for the development of key skills, developing the role of curriculum co-ordinators in monitoring standards of achievement and ensuring the school prospectus and governors' report to parents fully comply with WAG requirements.

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

Grade 3: Good features outweigh shortcomings

121. The findings of the inspection team correspond with the school's judgement in the self-evaluation report.

122. The school has sufficient qualified and experienced teachers for the numbers on roll, the teacher-pupil ratios in mixed-aged classes is comparatively high. All have clearly defined roles and responsibilities and the headteacher deploys them appropriately. Good use is made of four LSAs who work effectively alongside teachers.

123. Pupils have equal access to resources, which are for the most part appropriate in terms of quantity and quality. Effective use is made of the local environment, community and local educational sites to enrich pupils' learning. However, reception age children do not have daily access to the designated safe play area and KS1 and KS2 pupils do not have access to games resources during playtimes.

124. Accommodation is satisfactory overall and includes an appropriately sized hall which is used for a number of activities. Space in classrooms is, however, restricted for activities of a more practical nature particularly when Y4 pupils are taught as a whole group with either Y2/Y3 or Y5/Y6. Space is also restricted when nursery children join reception children and Y1 pupils during afternoon sessions.

125. The hard surface play areas are good in terms of space and there is a spacious grassed playing area. There are no handrails on the two flights of steps which are situated on the hard surface play areas.

126. Spending decisions are well linked to priorities in the school's plans. Recently, decisions have led to significant improvements in information technology resources.

127. The headteacher authorises spending decisions in the school, and the GB finance sub-committee is assiduous in its monitoring role, revising and directing significant areas of spending. There are appropriate processes in place to ensure value for money.

Standards achieved by pupils in subjects and areas of learning

The under-fives

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

Language, literacy and communication

Grade 2: Good features and no important shortcomings

Good features

129. Nursery children listen attentively and enjoy hearing a familiar story read to them. The majority respond readily to questions and instructions and talk with increasing confidence with adults about themselves and their activities using a good range of vocabulary. In Welsh, they count, sing songs and recite rhymes with developing confidence.

130. Children of reception age listen very attentively to stories and willingly explain the events illustrated in the pictures. They gain confidence in browsing through books and the more-able children develop appropriate early reading skills. They begin to match initial sounds to pictures, learning to form letters correctly. They practise their emergent writing skills with growing independence. They respond very positively to the new experiences of learning Welsh by using known phrases and greetings.

Shortcomings

131. There are no discernible shortcomings.

Personal and social development

Grade 2: Good features and no important shortcomings

Good features

132. Nursery children settle well into their new school routines; they are comfortable and secure in their nursery environment. The majority play contentedly alongside each other in a range of activities, learn to take turns and consider the feelings of others. They enjoy the social occasion of snack-time. They manage dressing and undressing with the support of an adult and follow the routines for personal hygiene responsibly.

133. Children of reception age move around areas of the school confidently. They sustain their interest and concentration when involved in appropriate tasks and respond quickly to signals to change activities. In small groups, they interact very well together and willingly offer help to each other. They respond positively to a range of new cultural and linguistic experiences.

Shortcomings

134. There are no discernible shortcomings.

Mathematical development

Grade 1: Good with outstanding features
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Good features

135. Nursery children develop early mathematical concepts and language in the context of a developing range of activities; they match colours and remember counting rhymes in English and Welsh. They count by rote to 10, begin to recognise numerals up to five and to use the language of comparison. Children undertake sand and water activities to develop their skills in comparing, measuring and weighing.

136. Children of reception age make rapid progress in their knowledge of number. They confidently use number lines, match collections to correct numbers and calculate accurately simple addition and subtraction problems; these are outstanding features. They form numbers with developing accuracy and become familiar with mathematical terms. Children have a very good knowledge of various shapes, naming two-dimensional shapes confidently and begin to understand the concept of measure. Children order their likes and dislikes in graphic form.

Shortcomings

137. There are no discernible shortcomings.

Knowledge and understanding of the world

Grade 2: Good features and no important shortcomings

Good features

138. Nursery children confidently identify some workers by characteristics of their work. They develop a good understanding of how things grow and have a basic understanding of the seasons and their features. They enjoy experimenting, building and generally finding out in their construction activities.

139. Children of reception age are developing good computer skills. They confidently manoeuvre the mouse and cursor when using language and mathematical programmes. Children have good knowledge of people at work. They begin to appreciate the importance of the environment, and have a good knowledge of plant growth. They have a good understanding of the purpose and use of money and begin to find out about outcomes, making good use of their problem solving and decision making skills.

Shortcomings

140. There are no discernible shortcomings.

Creative development

Grade 2: Good features and no important shortcomings

Good features

141. Nursery children choose from and experiment with different materials such as paint, papers, glue and dough to create images. They talk about their ideas as they shape, mark and decorate models and collages. They enjoy role play and listening to suitable songs.

142. Children of reception age display good skills when they observe and explore colour, texture, pattern and shape in two-dimensional and three-dimensional form. They explore and use a range of materials, experiment imaginatively with natural materials in the environment, make prints and create collages. They know a good variety of songs and use a range of un-tuned percussion instruments in their music making.

Shortcomings

143. There are no discernible shortcomings.

Physical development

Grade 3: Good features outweigh shortcomings

Good features

144. Nursery children begin to gain mastery of manipulative actions and to develop good hand-eye co-ordination. They handle small-scale toys, jigsaws, malleable materials and a variety of suitable tools with increasing dexterity. They begin to understand the concepts of health, hygiene and safety. The children have access to a safe, stimulating outdoor play area where they develop good control of the wheeled toys available.

145. Children of reception age handle small objects competently in a range of play activities and they use scissors with increasing dexterity. They develop more precise pencil control, for instance as they begin to learn to form letters and numerals correctly and attempt their own individual writing. They respond rhythmically to musical stimuli.

Shortcomings

146. Reception-age children's skills and confidence in using a range of small and large play equipment is under-developed as they have insufficient access to the outdoor play area.

English

Grade 2: Good features and no important shortcomings	Key stage 1
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Grade 3: Good features outweigh some shortcomings	Key stage 2
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Good features

147. Most KS1 pupils make good progress in speaking and listening and reach good standards. They listen very well to stories, instructions and presentations and the majority develop and use sentence patterns effectively. They ask and answer questions and contribute to discussions effectively. Older pupils are making good progress when expressing their views about their class novel. Across the key stage, pupils sequence events effectively as they retell a story they have listened to.

148. Younger KS1 pupils demonstrate good skills in recognising letter patterns, words and rhymes. Across the key stage, pupils make good progress in reading and in general read accurately with good levels of understanding and enjoyment. The majority of older pupils are making good progress in discussing their favourite author and books they have enjoyed. They have a good awareness of the differences between fiction and non-fiction and discuss features on the covers of books with confidence. They are aware of the usefulness of content and index pages.

149. The majority of pupils throughout KS1 make good progress in writing. By the end of the key stage, the majority are developing well as independent writers. They make good progress in their use of capital letters and full stops as they write descriptions of places and people, stories, dialogues and news items.

150. KS2 pupils, for the most part listen well. Younger pupils recall and recount what they have been told or what they have heard in an effective manner. Older pupils in the key stage listen carefully to each other and are making good progress in extending their ideas in discussions.

151. The majority of pupils speak clearly and confidently. They express their ideas fluently and enjoy contributing. Towards the end of KS2, the majority of pupils speak confidently and express themselves well as they discuss, for example, aspects of the class novel and key features of an estate agent's brochures. The majority offer relevant suggestions and a significant minority use a well-developed vocabulary.

152. The majority of pupils at the lower end of KS2 make appropriate progress in their reading skills and read with increasing confidence. They make predictions about the outcome of a story. At the upper end of KS2, the majority of pupils are accurate and confident readers who identify the work of different authors. A number discuss plots and characters effectively. Across the key stage, most pupils make appropriate progress in information gathering skills. A significant minority of older pupils gathers information from reference books in a confident and effective manner.

153. Across KS2, the majority of pupils make satisfactory progress in their writing both in terms of content and the conventions of writing. They write for a satisfactory range of purposes which include accounts, descriptions of famous people, letters and stories.

Older pupils make appropriate use of adjectives as they, for example, focus on story writing, compiling estate agent brochures and in their accounts of sea diving.

154. Handwriting is variable, but satisfactory overall.

Shortcomings

155. The reading skills of a significant minority of KS2 pupils are under-developed.

156. The majority of KS2 pupils make insufficient progress in writing, both in terms of content, spelling and punctuation. They write for a limited range of purposes.

157. Their use of ICT in developing their writing skills to draft and redraft work is under-developed.

Mathematics

Grade 2: Good features and no important shortcomings Key stages 1 and 2
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Good features

158. In both key stages, pupils make rapid progress in mental calculations. They respond very confidently to teachers' quick mental questioning.

159. KS1 pupils have a good grasp of place value and they order numbers accurately. Y1 pupils have a very secure understanding of the principles of addition and subtraction and apply these principles to solving simple problems.

160. Pupils in KS1 recognise odd and even numbers and count confidently upwards in 10s to 100 and beyond. They understand the concept of halving and doubling.

161. KS1 pupils have a good understanding of money; they recognise the value of and add the total of a variety of coins.

162. In KS1, pupils name and describe a range of two-dimensional shapes, use standard units of measure accurately, recognise basic fractions and tell the time to the hour and half-hour from analogue and digital clocks. They use mathematical vocabulary appropriately and in the correct context.

163. In KS2, pupils in Y3/Y4 develop good estimating skills and have a secure understanding of measuring weight using standard units. They choose and use appropriate measuring instruments, reading and interpreting numbers and scales with good accuracy. They have a secure understanding of the properties of two-dimensional and three-dimensional shapes.

164. In KS2, pupils have a rapid recall of number bonds. They develop a further understanding of place value, including decimal places, and they know the relationship between fractions, percentages and decimals. By Y6, most pupils have a secure knowledge of multiplication tables.

165. Pupils in Y5/Y6 name, draw and read angles confidently and use protractors to measure them accurately.

166. By the end of KS2, average and above-average ability pupils make quick and accurate mental responses to challenges. They know and use a range of mental strategies, which they explain using the correct mathematical terminology.

167. In handling data, Y5/Y6 pupils have a good understanding when accurately interpreting data in graphic form. They begin to understand the mode, median and mean as measures of average.

Shortcomings

168. When handling data, older KS2 pupils do not use their ICT skills to record and analyse their findings on a sufficiently regular basis.

Design and technology

Grade 3: Good features outweigh some shortcomings	Key stages 1 and 2
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Good features

169. KS1 pupils are developing appropriate skills in cutting, sticking and joining various materials. Y1 pupils design and make good quality minibeast jackets for the classroom roamer and use ICT effectively in recording their evaluation of the finished products.

170. In their study of food technology, Y2/Y3/Y4 pupils work independently when tasting and evaluating a range of drinks, recording their findings appropriately. They display a good understanding of health and safety issues.

171. In KS2, pupils develop their designing, making and evaluating skills appropriately, often in conjunction with work in other curricular areas, particularly science and history. Following a visit to Castell Henllys, pupils in Y3 and Y4 produce effective hand made jewellery. Y5/Y6 pupils make moveable paper flowers, using their knowledge of levers following their scientific studies.

172. Pupils in Y5 and Y6 have a good understanding of the need to investigate and evaluate products prior to the design stage. They design appropriate table tidies, identifying the required materials and explaining the making methods in detail.

Shortcomings

173. At the end of both key stages, pupils' do not evaluate their finished products in sufficient depth.

174. Completed products do not show sufficient progression as pupils move up the school.

175. In both key stages, pupils do not use ICT sufficiently to communicate their ideas nor do they fully explore control technology.

Information technology

Grade 2: Good features and no important shortcomings	Key stage 1
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Grade 3: Good features outweigh some shortcomings	Key stage 2
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Good features

176. In KS1, pupils develop a good familiarity with the keyboard. The majority are developing good skills of using the mouse to move items from one part of the screen to another. They develop good skills of opening, saving and printing text.

177. KS1 pupils use the word processor accurately to produce pieces of writing and appropriately incorporate pictures into their finished products. They make good use of audiotapes and videos and use information technology programs well, including CD ROMs, to support their work in English, Welsh, mathematics and art.

178. In KS1, pupils' skills of in-putting data and creating simple graphs are developing well.

179. Across KS2, at appropriate levels, the majority of pupils develop appropriate skills of editing text by varying the fonts and size of print and by copying, cutting and pasting.

180. Pupils in KS2, demonstrate appropriate word-processing skills as they write, for example, accounts of a school visit and presentations and introductions in Welsh. They incorporate pictures which they appropriately place alongside the text.

181. Across KS2, pupils make appropriate use of ICT programs to support their work in science and mathematics.

182. When given the opportunity, pupils across the key stage make appropriate use of the internet and CD-ROMs to gather information in some subjects.

183. Pupils in both key stages use the digital camera appropriately.

Shortcomings

184. In both key stages, pupils' modelling skills and use of graphic programs are under-developed.

185. KS2 pupils' skills of using electronic mail are limited.

186. Older KS2 pupils' skills in data handling are under-developed; they make very limited use of spreadsheets.

Religious education

Grade 2: Good features and no important shortcomings Key stages 1 and 2
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Good features

187. At appropriate levels, pupils in both key stages develop a good grasp of a range of Bible stories and draw out moral messages relating to them.

188. KS1 pupils develop a good knowledge of Christian celebrations. They focus particularly well on harvest as a special time for expressing gratitude and at the same time remembering those for whom life is not so bountiful.

189. Pupil in Y2 focus well on the concept of friendship and discuss the characteristics of a good friend in an effective manner. Their knowledge of other faiths is developing well through focusing on stories relating to the Buddhist and Hindu religions. They are aware of the story of the birth of the Buddha and that the Hindu god, Brahma, appears in many forms.

190. Pupils at the lower end of KS2 explore effectively the concept of happiness. They make good use of artefacts and pictures as they develop a good knowledge of Hindu forms of worship and festivals and compare descriptions of the various forms of the Hindu god.

191. Pupils in upper KS2 focus well on the parables of Jesus. They, for example, demonstrate a good knowledge and understanding of the parable of the talents and focus on using their own talents. They develop a good knowledge of features relating to the Easter period.

192. Drawing on their knowledge of the stories of Abraham and Moses, KS2 pupils develop a good knowledge and understanding of features relating to Judaism. They make good use of a range of artefacts and pictures to develop their understanding of the synagogue as a place of worship. They are aware of the importance of The Ten Commandments and the importance of rules in their lives.

Shortcomings

193. KS2 pupils' skills of communicating their knowledge and understanding in a variety of ways are limited.

School's response to the inspection

194. The inspection's findings recognise that the school has continued to maintain good standards since the last Inspection and that good progress has been made in improving the provision for ICT and multicultural education with some progress in raising standards of achievement in design and technology.

195. We are especially pleased that pupils standards of achievement in lessons are already slightly above the Welsh Assembly's Government target for 2007 and that the quality of teaching is above the Welsh Assembly Government target for 2007. In all the lessons observed, standards of achievement and the quality of teaching were Grade 3 or better.

196. The inspectors recognised that staff have a good knowledge of pupils and their needs, and provide good personal support and guidance. The staff work as a team with the LSAs making important contributions and provision for pupils with SEN. The school was considered successful in promoting equality of opportunity for all pupils.

197. The inspection findings correspond with the school's own grading in six of the seven key questions. This shows that the school is effective in recognising its strengths and areas to be developed. Five of the six recommendations identified in the inspection report have been included in this year's SDP.

198. The school's action plan following the report will be detailed and comprehensive and address all the recommendations. Raising pupils' standards of achievement in English and information technology in KS2 and design and technology in both key stages will be a major priority together with enhancing the quality of the curriculum by devising schemes of work in all subjects, developing a structured PSE programme and planning for the systematic development of key skills.

199. A copy of the school's action plan in response to the inspection recommendations will be sent to all parents. The governors' annual report to parents will report on the progress we are making.

Appendix A

Basic information about the school

Name of school	Solva Primary Community School
School type	Community
Age-range of pupils	3-11
Address of school	Solva Pembrokeshire
Post-code	SA62 6TS
Telephone number	01437 721479

Headteacher	Mrs D Smith
Date of appointment	11-04-2005
Chair of governors/ Appropriate authority	Mrs M Roach
Registered inspector	Mr J Harries
Dates of inspection	26-28 September 2005

Appendix B

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	5.5	7	13	7	14	12	7	10	75.5

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	3	1	3.2

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	24:1
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	26:1
Teacher (fte): class ratio	1.1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of School
Autumn 04	76%	89%	94%
Spring 05	73%	90%	92%
Summer 05	72%	95%	94%

Percentage of pupils entitled to free school meals	7%
Number of pupils excluded during 12 months prior to inspection	0

Appendix C

**National Curriculum Assessment Results
End of Key Stage 1:**

National Curriculum Assessment KS1 Results 2005			Number of pupils in Y2:		13			
Percentage of pupils at each level								
			D	W	1	2	3	4
English:	Teacher Assessment	School	0	0	15	85	0	0
		National	0	2	10	63	25	0
En: reading	Teacher Assessment	School	0	0	0	85	15	0
		National	1	2	11	63	25	0
En: writing	Teacher Assessment	School	0	0	8	92	0	0
		National	1	3	19	66	12	0
En: speaking and listening	Teacher Assessment	School	0	8	8	69	15	0
		National	1	2	11	63	25	0
Mathematics	Teacher Assessment	School	0	0	0	92	8	0
		National	0	2	11	63	24	0
Science	Teacher Assessment	School	0	0	0	100	0	0
		National	0	2	10	65	23	0

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	85%	In Wales	80%

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

**National Curriculum Assessment Results
End of Key Stage 2:**

National Curriculum Assessment KS2 Results 2005	Number of pupils in Y6	7
As the number of pupils eligible for assessment at the end of Key Stage 2 in 2005 was greater than four but fewer than 10, overall performance indicators only are included		

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	72%	In the school	86%
In Wales	72%	In Wales	72%

- 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 six inspector days at the school.

Before the inspection:

- meetings were held with the headteacher and staff, the governing body and 12 parents who attended the pre-inspection meeting;
- questionnaires were distributed to all parents. The 16 completed questionnaires were analysed and the inspection team took note of the results; 95% of the responses were positive;
- school documentation was examined.

During the inspection:

- evidence was gathered based on the inspection of classes in a total of 31 lessons or sessions across the age groups;
- other observations included collective worship, 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 Under-fives Mathematics, Design and technology
Mr B Jones, Team Inspector	Key Questions 3, 4 and 7 English, Information technology Religious education
Mrs J Warr, Lay Inspector	Contributions to key questions 1, 3, 4 and 5
Mrs D Smith, Headteacher	Nominee
Mrs A Jones	Peer Assessor

Acknowledgement

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

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