

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

***SPITTAL CHURCH IN WALES  
VOLUNTARY CONTROLLED  
PRIMARY SCHOOL***

***Haverfordwest***

***Pembrokeshire***

***School Number: 668-3050***

***Date of Inspection: 9-11 June 2003***

***by***

***Mr Jeffrey Harries***

***Registered Inspector***

***Date: 28 July 2003***

***Under Estyn Contract Number: CT254/02P***

© Crown Copyright 2003

This Report may be reproduced in whole or in part for non-commercial educational purposes provided that all extracts quoted are reproduced verbatim without adaptation and the source and date thereof are stated.

Copies of this report are available from the school. Under the School Inspections Act 1996, the school must provide copies of the report free of charge to certain categories of people. A charge not exceeding the cost of reproduction may be made to others requesting a copy of the report.

## **CURRICULUM NOMENCLATURE AND KEY STAGES**

A new nomenclature to describe pupils' progress through school was introduced in 1989. This system of numbering year groups from the start of compulsory schooling to age 18 is intended to ease communication among schools, governing bodies, parents and LEAs and emphasise the importance of continuity.

The term "Reception" (R) is applied to the year group of pupils in a primary school (not a nursery class) who attain the age of 5 during the academic year. "Year 1" (Y1) is applied to the year group of pupils who attain the age of 6 during the academic year and so on to Y13, the year group who attain the age of 18 during the academic year:

	R	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Years	4-5	5-6	6-7	7-8	8-9	9-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18

Key Stage (KS) 1 of the National Curriculum (NC) consists of Y1 and Y2; KS2 of Y3 to Y6; KS3 of Y7 to Y9; KS4 of Y10 and Y11 (which is the final year of compulsory education).

## **GRADE DESCRIPTIONS**

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

1. Very good: many good features, some of them outstanding.
2. Good: good features and no major shortcomings.
3. Satisfactory: good features outweigh some shortcomings.
4. Unsatisfactory: some satisfactory work but shortcomings in important areas.
5. Poor: many shortcomings.

## **CONTENTS**

<b>1. CONTEXT</b> .....	<b>1</b>
THE SCHOOL AND ITS PRIORITIES .....	1
<b>2. MAIN FINDINGS</b> .....	<b>2</b>
THE MAIN FINDINGS OF THE REPORT .....	2
<b>3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS</b> .....	<b>5</b>
3.1 STANDARDS ACHIEVED IN SUBJECTS AND AREAS OF LEARNING .....	5
3.2 STANDARDS ACHIEVED IN KEY SKILLS ACROSS THE CURRICULUM .....	6
<b>4. ETHOS OF THE SCHOOL</b> .....	<b>6</b>
4.1 PUPILS' SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT .....	6
4.2 BEHAVIOUR AND ATTITUDES .....	7
4.3 ATTENDANCE .....	8
<b>5. QUALITY OF EDUCATION</b> .....	<b>8</b>
5.1 TEACHING .....	8
5.2 ASSESSMENT, RECORDING AND REPORTING .....	9
5.3 CURRICULUM .....	10
5.4 SUPPORT, GUIDANCE AND PUPILS' WELFARE .....	11
5.5 PROVISION FOR PUPILS WITH SEN .....	11
5.6 PARTNERSHIP WITH PARENTS AND COMMUNITY, SCHOOLS AND OTHER INSTITUTIONS .....	12
5.7 PARTNERSHIP WITH INDUSTRY .....	13
<b>6. MANAGEMENT</b> .....	<b>14</b>
6.1 QUALITY OF SELF-EVALUATION AND PLANNING FOR IMPROVEMENT .....	14
6.2 LEADERSHIP AND EFFICIENCY .....	14
6.3 STAFFING, ACCOMMODATION AND LEARNING RESOURCES .....	15
<b>7. SUBJECTS AND AREAS OF LEARNING</b> .....	<b>16</b>
STANDARDS ACHIEVED BY PUPILS .....	16
PROVISION FOR THE UNDER-FIVES .....	16
ENGLISH .....	17
MATHEMATICS .....	18
SCIENCE .....	19
WELSH SECOND LANGUAGE .....	20
DESIGN AND TECHNOLOGY .....	21
INFORMATION TECHNOLOGY .....	22
HISTORY .....	22
GEOGRAPHY .....	23
ART .....	24
MUSIC .....	25
PHYSICAL EDUCATION .....	26
RELIGIOUS EDUCATION .....	27
<b>8. SCHOOL IMPROVEMENT</b> .....	<b>28</b>
8.1 PROGRESS SINCE THE LAST INSPECTION .....	28
8.2 KEY ISSUES FOR ACTION .....	29
<b>APPENDIX</b> .....	<b>30</b>
A. BASIC INFORMATION ABOUT THE SCHOOL .....	30
B. SCHOOL DATA AND INDICATORS .....	30
C. RESULTS OF NATIONAL CURRICULUM ASSESSMENTS AND PUBLIC EXAMINATIONS .....	31
D. THE EVIDENCE BASE OF THE INSPECTION .....	32
E. COMPOSITION AND RESPONSIBILITIES OF THE INSPECTION TEAM .....	33

---

## 1. CONTEXT

### **The school and its priorities**

Spittal Church in Wales Voluntary Controlled Primary School is a popular school situated about five miles north of Haverfordwest. It serves the village of Spittal and the surrounding rural community. Around 35 per cent of pupils, whose parents have expressed a preference for the school, come from outside the catchment area; it is functioning at maximum capacity. The school is placed in category "C" of the local education authority's (LEA) language policy. Nearly all pupils come from homes where English is the predominant language spoken at home. The school considers the area from which the pupils are drawn is relatively prosperous and the intake is generally advantaged.

The school is a Church in Wales Voluntary Controlled Primary School which has over the years maintained its links with the parish church. Built around 150 years ago near the village green, the school has been partly modernised and mobile classrooms have been erected to cater for increasing pupil numbers. A new school is under construction and is planned to open in the Summer of 2004. The life of the school is underpinned by Christian values which respect education as the pursuit of truth and with each individual given equal status. The local vicar takes collective worship on a weekly basis.

Education is provided for pupils between the ages of four to 11, with 128 pupils on roll. They are taught in five mixed age classes with the two older classes in Key Stage (KS) 2 being taught in a single teaching space. Around three per cent of pupils come from multi-ethnic backgrounds. The vast majority of pupils have received pre-school education. Around four per cent of the pupils are entitled to free school meals. At present, there are 13 pupils on the special educational needs (SEN) register, one of whom carries a statement of SEN. The school was last inspected in the Autumn Term 1997; it attained the Basic Skills Quality Mark Award in 2002.

In its Mission Statement, the school recognises the dignity and values of the individual within a Christian community. All members of the community are encouraged to develop their potential in terms of knowledge and understanding, which include spiritual, moral and physical awareness.

The focus for the present academic year is to:

- further improve pupils' basic skills;
- upgrade information and communications technology (ICT) equipment and develop an internet site;
- review assessment procedures throughout the school;
- ensure a curriculum which is balanced, broad and relevant for all pupils;
- review history and geography in both key stages;
- invest in staff welfare and upgrade the skills of staff supporting pupils with SEN;
- further develop the role of governors in their knowledge and understanding of curricular matters;
- plan and prepare for moving to the new school.

## 2. MAIN FINDINGS

### The main findings of the report

Spittal Church in Wales Voluntary Controlled Primary School provides a good standard of education for its pupils and has many very good features. The headteacher provides very good leadership and is ably supported by the assistant headteacher and a pro-active governing body. The positive and caring ethos, pupil behaviour, development of the *Cwricwlwm Cymreig* and the quality of teaching are particular strengths of the school.

### Educational standards achieved by pupils

Pupils' standards of achievement overall in the school are very good in around 28 per cent of sessions observed, good in around 60 per cent and satisfactory in the remainder.

- The majority of children come to school with above average levels of literacy and numeracy skills. In the reception class, children make very good progress in the vast majority of relevant activities. As a result, the overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making very good progress towards the Desirable Outcomes for Children's Learning. Standards in the six areas of learning are as follows:

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

- In KS1 and KS2, pupils' standards of achievement in the different subjects of the National Curriculum (NC) and religious education are as follows:

Subject	KS1	KS2
English	Good	Very good
Mathematics	Good	Good
Science	Very good	Very good
Welsh as a second language	Good	Very good
Design and technology	Good	Good
Information technology	Good	Good
History	Good	Good
Geography	Satisfactory	Satisfactory
Art	Good	Good
Music	Good	Good
Physical education	Satisfactory	Good
Religious education	Very good	Very good

- In KS1, the 2003 NC teacher assessment results were well above national and Pembrokeshire averages in all aspects of English, mathematics and science, but slightly below in the number of pupils attaining level 3. In comparison with schools with a similar background in Wales, performance is in the top 50 per cent and below the best performing 25 per cent.

- 
- In KS2, the 2003 NC assessment test results were well above national and Pembrokeshire averages in English, mathematics and science. Pupils attaining level 5 are well above national figures in English but below in mathematics and science. In comparison with schools with a similar background in Wales, the school is performing in the top 25 per cent.
  - In the early years, children acquire very good listening and speaking skills from an early age and their early reading and writing skills develop appropriately. In KS1 and KS2, pupils' standards in the key skills of speaking, listening, reading, writing and the application of number across the curriculum are very good; standards in ICT are good.
  - In both key stages, pupils speak clearly and confidently in a range of situations and to a variety of audiences.

### **Ethos of the school**

- Pupils' spiritual, moral, social and cultural development is very good. The nature of the respect shown to all pupils is a praiseworthy feature of the life of the school.
- Daily acts of collective worship are Christian in character which is the root of the values on which the school is founded; they fully comply with statutory requirements. Pupils contribute to and respect the atmosphere of reverence
- Very good emphasis is placed on the *Cwricwlwm Cymreig* and pupils develop a very good knowledge and appreciation of the culture and heritage of Wales in a wide variety of contexts including a wide range of experiences relating to the Urdd movement.
- Pupils' behaviour and their attitudes to learning are very good. The school is a very happy, caring and supportive community.
- Attendance rates are satisfactory and instances of unauthorised absence are minimal. The vast majority of pupils are punctual and keen to attend school. Registration sessions and lessons start promptly.

### **Quality of education**

- The quality of teaching is a strength of the school and significantly contributes to the consistently good and occasionally very good standards achieved by pupils. Overall, the quality of teaching was very good in around 28 per cent of the sessions inspected, good in around 60 per cent and satisfactory in the remainder.
- Well-organised direct teaching at a brisk pace, very good classroom organisation and the good use of learning resources effectively develop pupils' knowledge, understanding and skills in all classes. Incidental Welsh is used very effectively to further develop pupils' oral skills. Plenary sessions at the end of lessons are well used to reinforce main points.
- In the lessons judged to be less effective, there is insufficient planning for the differentiation of tasks to match the needs of pupils with SEN. In some practical activities, the work is over-directed by teachers resulting in pupils given insufficient opportunity to plan and design for themselves.
- The quality of assessment and recording is satisfactory. The quality of reporting to parents is good. While the marking of pupils work is regular and consistent, comments made, for the most part, do not identify ways forward for pupils. On-going assessment information and information derived from marking do not inform planning for pupils of all abilities in a rigorous manner. There is no effective system of formal assessment and

---

record keeping for the foundation subjects and for pupils' personal and social development.

- The curriculum for the under-fives is based on the Desirable Outcomes for Children's Learning. However, children have limited opportunities to develop their gross motor skills and physical development due to the lack of a designated outdoor play area and large play equipment. In KS1 and KS2, the school provides a broad and well balanced curriculum which contributes to the achievement of high standards and meets the needs of all pupils. Curriculum provision is socially inclusive and ensures equality of access and opportunity for all pupils. Arrangements for personal and social education are well addressed. Extra-curricular provision is good. Homework is appropriate and used effectively to support learning.
- The quality of support, guidance and pupils' welfare is very good. The school succeeds in creating a very close family community where pupils feel happy and secure. Pupils are very well supervised at all times.
- The school's provision for pupils with special educational needs is good. Pupils have access to a broad, balanced and relevant curriculum. Work in mainstream classes is not always sufficiently planned to take account of the needs and abilities of pupils with SEN. Support staff work effectively in developing pupils' reading skills and pupils make good progress.
- The school places a high priority on its relationships with parents, schools, institutions and the local community and enjoys good partnerships in all these areas. The school's partnership with industry is good.

### **Management**

- The quality of self-evaluation and planning for improvement is good. The headteacher, supported by the assistant headteacher and governors, is fully engaged in processes to evaluate the school's strengths and weaknesses. Although the headteacher has a good overview of provision, there is no current self-evaluation report outlining and analysing the school's current strengths and areas for development. Staff and governors are clear on the present aims for improvement as outlined in the school development plan (SDP). Current priorities are appropriate to the needs of the school.
- The headteacher, ably supported by the assistant headteacher and a committed governing body, provides very good leadership. However, the role of curriculum co-ordinators in monitoring standards of achievement is underdeveloped. The governing body is very supportive of the school and plays a proactive role in overseeing curricular provision.
- The school budget is managed effectively and efficiently. Day-to-day organisation and administration run smoothly and effectively. Given the quality of education provided and the consistently good and occasionally very good standards achieved by pupils, the school provides very good value for money.
- Overall, the quality of staffing and learning resources is good; accommodation is unsatisfactory. Good use is made of learning support assistants (LSAs) within the classroom; they make a significant contribution to the quality of life and learning across the school. Two classes of older pupils are taught within the very congested area of the main classroom. This situation constrains the quality of experiences of a practical nature, including aspects of physical education. The supply of learning resources is generally good although the constraints of space make access to the resources at times difficult.

### **Progress since the last inspection**

- 
- Since the last inspection in 1997, the school has made good progress overall in meeting the targets set in the action plan.

### **3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS**

#### **3.1 Standards Achieved in Subjects and Areas of Learning**

Standards achieved by pupils of all abilities are consistently good and sometimes very good throughout the school.

- Pupils' standards of achievement in the school were very good in around 28 per cent of sessions observed, good in around 60 per cent and satisfactory in the remainder.
- In the early years, children's standards of achievement were very good in around 58 per cent of the lessons observed, good in around 33 per cent and satisfactory in the remainder. The nature of the intake identified by the school is generally advantaged with many able and few less able children. In the reception class, children make consistently very good progress in all six areas of learning apart from physical development where progress is satisfactory. As a result, the overall quality of the educational provision for the under-fives is appropriate to their needs, and the children are making very good progress towards the Desirable Outcomes for Children's Learning.
- In KS1, standards of achievement were very good in around 10 per cent of the lessons observed, good in around 80 per cent and satisfactory in the remaining 10 per cent. Pupils build on their early years experiences and continue to make consistently good and occasionally very good progress. Standards of achievement are good in English and pupils make good progress in developing their speaking and listening, writing and reading skills. Standards of achievement are very good in science and religious education and good in all other subjects apart from geography and physical education, where standards are satisfactory.
- In KS2, standards of achievement were very good in around 22 per cent of the lessons observed, good in 68 per cent and satisfactory in the remaining 10 per cent. By the end of the key stage, standards of achievement are very good in English, with speaking and listening, writing and reading skills being of very good standard. Standards of achievement in science are also very good with pupils' investigative skills well developed. Standards are very good in science, Welsh as a second language and religious education. All the other subjects are good apart from geography where standards are satisfactory.
- Pupils with SEN make good progress in both key stages particularly in developing their reading skills. There is no variation in achievement between girls and boys.
- In KS1, the 2003 NC teacher assessment results were well above national and Pembrokeshire averages in all aspects of English, mathematics and science, but slightly below in the number of pupils attaining level 3. In comparison with schools with a similar background in Wales, performance is in the top 50 per cent and below the best performing 25 per cent.
- In KS2, the 2003 NC assessment test results were well above national and Pembrokeshire averages in English, mathematics and science. Pupils attaining level 5 are well above national figures in English but below in mathematics and science. In comparison with schools with a similar background in Wales, the school is performing in the top 25 per cent.

---

### **3.2 Standards Achieved in Key Skills across the Curriculum**

In KS1 and KS2, pupils' standards in the key skills of speaking, listening, reading, writing and the application of number across the curriculum are very good; standards in ICT are good.

- In the early years, children acquire very good listening and speaking skills from an early age and their early reading and writing skills develop appropriately.
- In both key stages, pupils speak clearly and confidently in a range of situations and to a variety of audiences. A very wide vocabulary is demonstrated in the quality of questioning and answering and in the mature way that pupils of all ages present their ideas and views.
- In both key stages, the vast majority of pupils concentrate and listen very well in lessons and during whole-school gatherings. They successfully build their speaking and listening skills through discussions and good quality teacher questioning and encouragement. Whole-school performances and Eisteddfodic activities contribute significantly to pupils' confidence in speaking to a large audience.
- Standards of reading in both key stages are very good. Pupils read clearly with appropriate expression and have good understanding of the material they are reading. From an early age pupils use their reading skills to research topics in history, geography and other subjects, using books, CD-ROMs or the Internet. Older pupils enhance these skills when using a variety of sources for further research and development.
- The quality of writing in both key stages is very good. Pupils write in different forms and for different purposes and the progression seen in both imaginative and descriptive work is very good. Technical skills are very good when constructing sentences and very good attention is paid to spelling and punctuation.
- Pupils demonstrate every confidence when applying their numeracy skills in many areas of the curriculum. Mental and other mathematical skills that are required when making accurate calculations are well developed in both key stages by the vast majority of pupils. They are particularly evident in science, history and design and technology, where results are presented in a variety of tables, graphs and pictorial representations.
- The application of ICT skills features in a developing range of subjects. Pupils are very confident when word-processing and improve the layout and presentation of their written work with pictures and graphics. Data-handling skills are used in mathematics to collate and record information, however, this is less evident when pupils record their findings in scientific investigations and in musical composition. All pupils use equipment and software confidently to reinforce numeracy and literacy skills.

## **4. ETHOS OF THE SCHOOL**

### **4.1 Pupils' Spiritual, Moral, Social and Cultural Development**

Pupils' spiritual, moral, social and cultural development is very good.

- Daily acts of collective worship are Christian in character which is the root of the values on which the school is founded; they fully comply with statutory requirements. Pupils contribute to and respect the atmosphere of reverence.
- The nature of the respect shown to all pupils is a praiseworthy feature of the life of the school.

- 
- Pupils develop a very good understanding of the difference between right and wrong and they show respect to others and their possessions.
  - Pupils respond very well to teachers and other adults. They are very courteous and welcoming to visitors.
  - Relationships between pupils are very good. They work and play together in harmony. Collaborative work in relation to given tasks is often an impressive feature of a number of lessons. When given the opportunity pupils respond effectively to opportunities to take responsibility. A school council involving pupils is planned to be established.
  - There are very good relationships with the community and pupils are developing a very good understanding of their responsibilities for the environment.
  - Pupils develop a very good awareness of those less fortunate than themselves both in the local area and the wider world. They contribute well to charitable causes.
  - Very good emphasis is placed on the *Cwricwlwm Cymreig* and pupils develop a very good knowledge and appreciation of the culture and heritage of Wales in a wide variety of contexts including experiences relating to the Urdd movement. Their awareness of other cultures is developing very effectively, primarily through work in religious education and geography.

#### **4.2 Behaviour and Attitudes**

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

- The headteacher, teaching and support staff recognise the importance of good behaviour as the foundation for pupils' learning and all staff have high expectations of pupils' behaviour.
- The school has an effective policy and set of procedures to promote good behaviour, which are implemented fairly and consistently by staff. The school's three main rules 'to be truthful, to be kind to others and to do your best' successfully underpin the life and work of the school.
- From their earliest days in the reception class, children quickly learn what is expected of them with regard to behaviour. They have a very good understanding of 'Good Foundations' of caring for each other and being kind and helpful.
- Pupils' very good behaviour is evident not only in lessons but also in morning assemblies, in their playground games and at meal times. Despite difficulties with the accommodation, pupils remain well behaved and cope well with their movement around the school.
- The quality of relationships throughout the school is very good and this contributes significantly to pupils' self-esteem, confidence and positive behaviour. Pupils' relationships with teachers and support staff are mutually respectful and friendly. Pupils are courteous, polite and relate well to each other, to staff and to visitors.
- Pupils have very good attitudes towards learning. They listen carefully to their teachers, co-operate willingly with adults and their fellow pupils, settle quickly to task and sustain concentration, often for long periods. However, in the shared teaching area in KS2, pupils' concentration is interrupted on occasions.

- 
- The school actively promotes the Christian values of tolerance, kindness and fairness. Staff take the issues of bullying, racism and sexism very seriously. Such incidents are virtually unknown at the school, but effective procedures are in place should any incidents ever arise.
  - Parents appreciate the very good standards of behaviour that the school achieves.

### **4.3 Attendance**

Attendance rates are satisfactory and instances of unauthorised absence are minimal.

- Rates of attendance for the past three terms average 94 per cent.
- The vast majority of pupils are punctual and keen to attend school. Registration sessions and lessons start promptly.
- Registration is conducted efficiently and in accordance with statutory requirements. Registers are correctly marked and maintained and teachers correctly categorise absence, in accordance with the guidelines of the Welsh Assembly Government.
- The headteacher monitors attendance and punctuality carefully. Effective procedures are in place to encourage good attendance and punctuality, to ensure pupils' absence is adequately explained and to follow up situations where necessary.
- Effective liaison takes place with the Education Welfare Service when necessary.
- The school has not set formal targets for the continued improvement of attendance but the high priority given to attendance and punctuality is frequently made known to pupils and parents.
- The school complies fully with attendance requirements set out in Welsh Assembly Government guidelines.

## **5 QUALITY OF EDUCATION**

### **5.1 Teaching**

The quality of teaching is a strength of the school and significantly contributes to the consistently good and occasionally very good standards achieved by pupils. Overall, the quality of teaching was very good in around 28 per cent of the sessions inspected, good in around 60 per cent and satisfactory in the remainder. The quality of teaching in the early years was very good in around 58 per cent of sessions inspected, good in around 33 per cent and satisfactory in the remainder. In KS1, it was very good in around 20 per cent of lessons observed, good in around 70 per cent and satisfactory in the remainder. In KS2, it was very good in around 22 per cent, good in around 64 per cent and satisfactory in the remainder.

#### **Good features**

- Teachers have a good relationship with pupils and they know the pupils and their backgrounds very well. Pupils' efforts and good work are praised and consistent encouragement ensures their progress.
- Staff co-operate well together. They regularly have discussions, plan, share ideas and work effectively as a team, ensuring parity of provision for all pupils including those with SEN.

- 
- Overall, teachers have a good knowledge and understanding of the subjects they teach. Teaching is consistently good and often very good when teachers teach subjects in which they have particular expertise.
  - The quality of teaching of the under-fives is based on a secure knowledge and understanding of the Desirable Outcomes for Children's Learning. The range of teaching techniques and organisational strategies used are very good, ensuring children are constantly on task, appropriately challenged and given very good opportunities to speak audibly and clearly, and to develop as independent learners.
  - Close co-operation between staff ensures good provision and equal opportunities for all pupils. Teachers organise activities confidently and manage tasks efficiently, making very good use of time.
  - Teachers' lesson planning is satisfactory. They pay particular attention to learning objectives, continuity and progression.
  - Well-organised direct teaching at a brisk pace, very good classroom organisation and the good use of learning resources effectively develop pupils' knowledge, understanding and skills in all classes. Information and communications technology is used effectively to reinforce new concepts particularly in the Year (Y) 1/ Y2 class. Incidental Welsh is used very effectively to further develop pupils' oral skills. Plenary sessions at the end of the lessons are well used to reinforce main points.
  - Teachers who teach in the shared classroom with pupils in Y4, Y5 and Y6 work very effectively as a team.
  - The quality of teaching of the peripatetic music teachers is of a high standard.
  - Teachers have very high expectations of the pupils and set challenging tasks. Work is generally well matched to pupils' abilities and prior attainment.
  - A number of first-hand experiences either in the locality or further afield is a feature of the provision and follow-up work in class ensures that pupils' own related experiences contribute to the development of the work.
  - Teachers throughout the school provide a stimulating environment with very good displays of pupils' work which are conducive to good teaching and learning.

### **Shortcomings**

- In the lessons judged to be less effective, there is insufficient planning for the differentiation of tasks to match the needs of pupils with SEN. In some practical activities, the work is over-directed by teachers resulting in pupils given insufficient opportunity to plan and design for themselves.

## **5.2 Assessment, Recording and Reporting**

The quality of assessment and recording is satisfactory. The quality of reporting to parents is good.

- The school has a policy for assessment which outlines appropriate procedures and teachers have a very good knowledge of their pupils' abilities.
- Appropriate use is made of baseline assessment for reception age children. Formal assessments of the under-fives are undertaken. End of year reports appropriately reflect children's progress in the six areas of learning.

- 
- While the marking of pupils work is regular and consistent, comments made, for the most part, do not identify ways forward for pupils.
  - On-going assessment information and information derived from marking do not inform planning for pupils of all abilities in a rigorous manner.
  - Record keeping in the core areas is good, particularly in English and mathematics. There is no effective system of formal assessment and record keeping for the foundation subjects and for pupils' personal and social development.
  - Opportunities for pupils to assess and evaluate their own work are at a very early stage of development. The keeping of subject portfolios and the process of levelling work according to NC criteria are also at a very early stage of development.
  - Annual written reports are detailed and informative and fully comply with statutory requirements. In the best examples they identify ways forward for pupils in a clear manner. Parents have opportunities to discuss their children's progress and achievement during the Autumn term and at the end of the Summer term.

### **5.3 Curriculum**

The school provides a broad and well balanced curriculum which contributes to the achievement of high standards and meets the needs of all pupils.

- The curriculum for the under-fives is based on the Desirable Outcomes for Children's Learning. Detailed planning in the early years identifies and promotes the key learning outcomes. However, the children have limited opportunities to develop their gross motor skills and physical development due to the lack of a designated outdoor play area and large play equipment.
- The curriculum in KS1 and KS2 is broad and relevant, and meets the statutory requirements of the NC and Agreed Syllabus for religious education.
- Whole-school planning for the development of key skills across the curriculum is satisfactory. The use of ICT across the curriculum is not sufficiently identified to fully develop pupils' skills. However, the consistently good quality teaching ensures that pupils' overall competence in the key skills is very good.
- Subject policies and schemes of work fully comply with Curriculum 2000. Thorough, long-term planning under a cycle of topics, ensures full coverage of the NC and a wide and rich variety of activities across the curriculum, promoting continuity and progression. Whole-school planning of topics ensures that the work is well integrated into a relevant coherent curriculum for the pupils.
- Curriculum provision is socially inclusive and ensures equality of access and opportunity for all pupils. Arrangements for personal and social education are well addressed; provision is very good and complies with the guidance of the Qualifications, Curriculum and Assessment Authority for Wales (ACCAC).
- Extra-curricular provision is good. Pupils have good opportunities to engage in sporting, musical, gardening and ICT activities. Homework is appropriate and used effectively to support learning.
- Visitors to the school enrich the curriculum provision in many subjects. Pupils regularly visit places connected with topics or themes which they are studying.

---

## **5.4 Support, Guidance and Pupils' Welfare**

The quality of support, guidance and pupils' welfare is very good.

- The school succeeds in creating a very close family community where pupils feel happy and secure.
- Staff know their pupils well and give full consideration to their personal needs. Pupils are aware that they can turn to them at any time for support and guidance.
- Staff are fully aware of pupils' individual learning and medical needs. Good procedures are in place to contact parents and family members when appropriate.
- Appropriate care is taken to ensure that pupils work safely during activities of a practical nature. Pupils are very well supervised at all times.
- Teachers intervene very effectively in lessons to support and encourage pupils and to ensure they sustain their concentration. Pupils' achievements are acknowledged and celebrated in a variety of ways.
- A range of policies including those on health and safety and equal opportunities make important contribution to pupils' safety, welfare and development. A specific school policy to meet statutory requirements is in place for child protection with a designated responsible person identified.
- The majority of staff hold up-dated first aid certificates and accidents are recorded appropriately.
- Procedures for welcoming pupils when they first start school and for transferring them to the comprehensive school are very well established and effective.

## **5.5 Provision for Pupils with SEN**

The school's provision for pupils with SEN is good.

- The school's SEN policy is regularly reviewed and is a clear, detailed document that fully complies with the recommendations of the Code of Practice and the Building Excellent Schools Together programme. Governors regularly evaluate and review the provision.
- There are 13 pupils (10 per cent) identified by the school as needing SEN support, one of whom has a statement of SEN. They are fully integrated within mainstream classes.
- The assistant headteacher, as the recently appointed SEN co-ordinator, in partnership with the peripatetic SEN support teacher and other support staff, provides a clear and positive lead to the school. Co-ordination arrangements for SEN throughout the school are effective. The SEN register and all other documents are well organised and kept fully up-to-date.
- The school carefully analyses baseline results when children enter the reception class. This gives a basis for identifying individual strengths and weaknesses and for establishing a focused teaching and learning programme.
- There are regular assessments of all pupils in reading, writing and mathematics in order to track progress and to identify under-attaining pupils and provide appropriate support.
- Pupils have access to a broad, balanced and relevant curriculum. Work in mainstream classes is not always sufficiently planned to take account of the needs and abilities of pupils with SEN.

- 
- The class teachers carefully prepare individual education plans (IEPs) for pupils with SEN which are reviewed twice yearly. These identify realistic and achievable steps for individual pupil's learning. Parents are fully informed and invited termly to discuss their child's progress.
  - For one morning each week, the vast majority of pupils on the SEN register are supported on a withdrawal basis by an SEN support teacher; pupils make overall good progress. Due to the lack of accommodation, the teaching area is very cramped with no access to ICT equipment to support learning.
  - Six pupils are assisted by an LEA/National Health Service funded Mainstream Language Support Group, developing their speech and listening skills; they make appropriate progress.
  - Support staff work effectively with under-attaining pupils in developing pupils' literacy and numeracy skills. Pupils make overall good progress.

## **5.6 Partnership with Parents and Community, Schools and Other Institutions**

The school places a high priority on its relationships with parents, schools, institutions and the local community and enjoys good partnerships in all these areas.

- Many parents are highly supportive of the school. They value the school's welcoming nature and appreciate the ready access they have to the headteacher and staff. Parents are very pleased with the quality of education their children receive within a caring, supportive environment.
- Throughout the school, parents are kept informed by regular newsletters, an informative prospectus, annual report of the governing body and regular consultations with staff to discuss children's work and progress.
- In the pre inspection meeting, some parents stated that they would like to receive more information about what their children are learning in the classroom. The school has taken note of this and has plans to keep parents better informed about curriculum matters.
- A home/school agreement has been drawn up which has readily been accepted by most parents.
- The school's active Parents and Friends Association provides a very good link between home and school and makes a significant contribution to the life and work of the school.
- A number of parents and friends give freely of their time helping out in the classroom and accompanying pupils on educational visits. Their support is greatly valued by staff and they make a positive contribution to pupils' learning.
- The school enjoys close and effective partnerships with the main secondary schools to which pupils transfer. Through its 'family' of primary schools, regular liaison meetings take place, sharing ideas and information on curricular matters. Curriculum links between KS2 and KS3 are developing appropriately; however, there are no formal links with the SEN department in the secondary schools.
- The school enjoys good partnerships with the village pre-school playgroup and toddlers club.

- 
- Successful partnerships have been established with several institutes of higher and further education and the school regularly provides training facilities for student teachers, and students undertaking vocational qualifications.
  - The school is at the heart of the local community and greatly valued by the community that it serves. Good use is made of the local community as a learning resource.
  - The school enjoys a successful partnership with the parish church. Parishioners hold the school in high regard and appreciate the contribution that staff and pupils make to the life and worship of the church community.
  - Overall, the links established with schools, institutions, parents and community make a valuable contribution to pupils' learning, motivation, standards of achievement and personal development.

### **5.7 Partnership with Industry**

The school's partnership with industry is good.

- The school has made good progress in developing a partnership with industry. Partnership with industry is well established throughout the school and the valuable links with industry, business and commerce enrich work in many curriculum areas.
- The school has no formal policy for industry links but some effective procedures are in place to raise the economic and industrial understanding of pupils and to give them insight into the world of work.
- The school has developed a productive working relationship with the Education and Business Partnership. Several members of staff have undertaken relevant industrial and commercial placements.
- Pupils visit a number of industrial, retail and commercial sites within their locality and further afield in Pembrokeshire, including supermarkets, shops, a railway station, a ferry port, a working farm, a garden centre and a marina.
- Teachers actively encourage personnel from a variety of professions and occupations to speak to pupils about their work. The contribution of personnel from the emergency services and charities, together with the many productive links with professional artists, authors and musicians has had a positive impact on pupils' learning. Pupils speak enthusiastically about these visits.
- Older pupils have a good understanding of their local area and the importance of both agriculture and the tourist industry to the economic prosperity of Pembrokeshire; they are keenly aware that major events such as the National Eisteddfod have a significant economic impact on Pembrokeshire.
- Older pupils' understanding of the work of the emergency services has been enhanced by their involvement in the 'Crucial Crew' programme.
- The school has been successful in receiving sponsorship and support from a number of local businesses and industries.

---

## **6. MANAGEMENT**

### **6.1 Quality of Self-Evaluation and Planning for Improvement**

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

- A good culture of self-evaluation has been established. The headteacher, supported by the assistant headteacher and governors, is actively engaged in processes to evaluate the school's strengths and weaknesses. Although the headteacher has a good overview of provision, there is no current self-evaluation report outlining and analysing the school's current strengths and areas for development.
- 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; it has been costed effectively within the budget. The school monitors progress made towards achieving set targets.
- Staff and governors are clear on the present aims for improvement as outlined in the SDP. Current priorities include further improving pupils' basic skills, upgrading ICT equipment and developing an internet site, reviewing assessment procedures, reviewing history and geography schemes of work, investing in staff welfare and planning for moving to the new school. These aims are appropriate to the needs of the school.
- Effective use is made of national and county data in order to compare aspects of the school's performance against other schools. National Curriculum assessment test results are analysed and strategies are in place to ensure that the information is used effectively to set quantitative targets. Recent developments, supported by an LEA advisory teacher, included an undertaking to further develop pupils' mental mathematics skills.

### **6.2 Leadership and Efficiency**

The school is very well led.

- The headteacher provides very good leadership and has a good overview of the life and work of the school; he has a clear vision of the school's future and recognises the issues which require attention in readiness for the move to the new school. He is ably supported by the assistant headteacher and a pro-active and committed governing body. The school's clear values, especially respect for individuals, their needs and achievements, have a positive effect on all pupils and staff.
- Teachers work very well as a team and there is a sense of collegiality in the school.
- Staff have been fully involved in the formulation of consistently good schemes of work in all curricular subjects; these fully comply with Curriculum 2000. The effectiveness of curriculum co-ordinators is satisfactory. They assist their colleagues in ensuring continuity and progression in whole-school planning; their role in monitoring standards of achievement is underdeveloped. Effective monitoring of teaching and learning has begun to be undertaken by the headteacher and assistant headteacher.
- School governors have designated responsibilities as link governors for specific subjects or aspects of provision. They work effectively with co-ordinators to determine future priorities with visits to classes to oversee provision. A number of governors work in the school on a regular basis.

- 
- The school budget is effectively and efficiently managed by the headteacher in collaboration with the finance sub-committee, with good attention to cost-effectiveness. With the assistance of the school clerk and the LEA's link-officer, day-to-day expenditure is closely monitored. Funds are directed to educational priorities as identified in the SDP, with a significant percentage of the surplus fund earmarked for resources and staffing.
  - The latest audit of finances by the local authority reported good budgetary control.
  - The routine organisation and administration of the school run very smoothly and efficiently with the part-time school clerk undertaking her duties conscientiously. The school provides very good value for money.

### **6.3 Staffing, Accommodation and Learning Resources**

Overall, the quality of staffing and learning resources is good; accommodation is unsatisfactory.

- The school is suitably staffed for the number of pupils on roll. Their qualifications and experience are very appropriate to their responsibilities. They benefit from a good range of in-service training experiences.
- Very good use is made of LSAs within the classroom. They make a significant contribution to the quality of life and learning across the school. All staff and work very well as a team.
- There are suitable job descriptions for the teachers and support staff. The school has adopted the system of performance management.
- The quality of the accommodation is unsatisfactory. Two classes of older KS2 pupils are taught within a very congested classroom. This situation constrains the quality of experiences of a practical nature, including aspects of physical education.
- In relation to such constraints, staff are to be complemented for creating positive, attractive and stimulating learning environments. The standard of displays within the school is often very good and contributes significantly to the establishment of a positive learning ethos.
- There is no safe play area for the under-fives. Good use is made however of the village green for the development of games in both key stages.
- The supply of learning resources is generally good with good use made of them, however, the constraints of space makes access to the resources at times difficult.

---

## 7. SUBJECTS AND AREAS OF LEARNING

### **Standards achieved by pupils**

#### **Provision for the under-fives**

The quality of the education provision for the under-fives, taken overall, is appropriate to their needs, and children are making very good progress towards the Desirable Outcomes for Children's Learning. Children are admitted to reception class on a full-time basis the term following their fourth birthday. The 18 children are taught in a class with one Y1 pupil. Baseline assessment results indicate attainment on entry is above average for the majority of children.

#### **Reception (4-5 year olds)**

##### **Language, literacy and communication skills.**

Standards of achievement are very good.

##### **Good features**

- Children listen very attentively to stories. Children remember and relate to the broad thrust of a story and identify initial sounds confidently. They understand that words and pictures convey meaning, and a significant number begin to develop good reading skills. Children make very good progress in developing oral skills, gaining significant confidence when role-playing and responding to questioning. Children enjoy marking and basic writing experiences by overwriting prepared text. The more able children begin to copy sentences and write independently, punctuating sentences accurately. Children understand and respond very well to Welsh commands and instructions, and confidently express feelings, likes, dislikes and needs.

##### **Mathematical development**

Standards of achievement are very good.

##### **Good features**

- Children count confidently to 20, count forwards and backwards and sequence numbers confidently, knowing one more than and one less than. Children are developing very good mental strategies when adding and subtracting numbers. Children match shapes confidently and identify two-dimensional shapes. They develop a very good understanding of the mathematics of money and have a good understanding of time.

##### **Personal and social development**

Standards of achievement are very good.

##### **Good features**

- Children work and play very well together, and form appropriate relationships with their peers and adults. They respond positively to a wide range of new cultural experiences and exercise very good self-control. They concentrate for long periods when involved in tasks. They change quickly and independently for physical activities and take responsibility for personal hygiene. They have a very good understanding that living things should be treated with care, respect and concern evident in their care for the aquarium and gerbilarium.

---

## **Knowledge and understanding of the world**

Standards of achievement are very good.

### **Good features**

- Children have a very good understanding of the seasons and daily weather patterns. They develop a very good scientific vocabulary in relation to the growth of seeds. They identify a developing range of workers by characteristics of work. They begin to understand the use of a variety of information sources using books and information technology with significant confidence. Children become engrossed in modelling activities on computer. Children's cultural development is well addressed through *Y Cwricwlwm Cymreig*. They develop a very good knowledge of place and understand the characteristics of the difference between countryside and town. Children use good geographical vocabulary when drawing maps and following routes.

## **Physical development**

Standards of achievement are satisfactory.

### **Good features**

- Children handle pencils, brushes and scissors with good control. They have good awareness of their own bodies and their growth. In a formal physical education lesson on the school playground, children appreciate the differences between running, jogging, skipping, hopping and jumping with good awareness of appropriate landing skills.

### **Shortcomings**

- Children do not have regular opportunities to use large apparatus to work at different levels and to develop their pushing, pulling, climbing and sliding skills; there is no discreet and stimulating outdoor play area.

## **Creative development**

Standards of achievement are very good.

### **Good features**

- Children have very regular access to a very good range of activities. They use a range of materials when developing their gluing, cutting, modelling and decorating activities. Children make vivid choices when using colour. Their representational images are appropriately displayed in the classroom. They enjoy role play and respond to and enjoy rhythm in music; they know and sing a very wide range of English and Welsh songs.

## **English**

Standards of achievement are good in KS1 and very good in KS2.

### **Good features**

- Pupils in KS1 listen very attentively to stories, instructions and presentations and respond appropriately to stories and instructions. They have good recall of the work which they have previously undertaken.
- Across KS1, pupils' speaking skills are good. They respond effectively and with confidence to questions and make extended contributions to formal and informal discussions. Pupils' vocabulary and grasp of sentence patterns develop in an effective manner and good use is made of these in a variety of contexts. By the end of the key stage, the speaking skills of a minority are very well developed.

- 
- Pupils across KS1 read well and display confidence in shared reading sessions. Pupils read accurately with good levels of expression and meaning. Older pupils identify the main features of books and some give their opinions on them. They use dictionaries and understand how to use the contents and index pages of reference books.
  - Pupils throughout KS1 have opportunities to write for a variety of purposes, including news items, stories, letters, thank you notes, prayers, instructions and poems. By the end of the key stage, the vast majority reach good levels as independent writers and make good progress in their grasp of punctuation.
  - Pupils across KS2 build very effectively on oral skills developed in KS1. By the upper end of the school, the oracy skills of the vast majority are of a very high standard. The majority of Y5 and Y6 pupils have a very good vocabulary, speak very well and convey their ideas logically as they express opinions on current issues. Their discussions when responding to poetry are very impressive.
  - Progress in pupils' reading skills throughout KS2 is very good. Older pupils reach an impressive standard in their reading and discuss their subject material in a particularly effective manner. They read factual books effectively as well as material they download from the internet and demonstrate that their skills of researching for information are well developed.
  - Across KS2, pupils write for a variety of different needs and for a variety of audiences. Their writing includes stories, news reports, accounts and descriptions, book reviews, diaries, prayers, conversations and dialogues. Older pupils write particularly detailed descriptions, produce information pamphlets and compose poems of good quality.
  - Development with regard to the conventions of writing including spelling and punctuation is good throughout KS2. By the end of the key stage these features are well developed.
  - Pupils vary the format and presentation of written work and experience a good balance between using handwriting and word processing in their work.
  - Standards of handwriting throughout the school are good and in a significant number of instances, very good.

### **Shortcomings**

- There are no significant shortcomings.

### **Mathematics**

Standards of achievement are good in both key stages.

#### **Good features**

- In both key stages, pupils confidently use a very good range of mathematical terms. Work is presented carefully, neatly and accurately, showing pride and enjoyment.
- In KS1, pupils quickly become familiar with number sequences and identify and use patterns, including odd and even numbers. Pupils devise number stories and give accurate clues for others to guess the number.
- By the end of KS1, pupils demonstrate developing mental agility. They count accurately, double numbers confidently and are quick at recognising patterns in number to support their calculations.

- 
- Pupils have a developing understanding of division and begin to understand the link between multiplication and division as reverse processes.
  - Pupils in KS1 name and describe a good range of two and three-dimensional shapes, use standard units of measure accurately, recognise simple fractions and tell the time to quarter hour intervals. They handle money confidently, counting totals and giving change with developing accuracy.
  - Pupils in KS1 represent mathematical data in graphic form making good use of ICT in compiling graphs displaying their weather observations.
  - In KS2, pupils in the Y3/Y4 class have a secure understanding of place value, patterns and strategies to support their problem solving strategies. The vast majority have quick mental recall of multiplication facts and double numbers very confidently. Pupils have a secure understanding of the relationship between decimals and fractions.
  - In KS2, pupils have good understanding and knowledge of shape, space and measures. Younger pupils transform two-dimensional shapes by reflection and rotation to create and describe patterns. Pupils in a Y4/Y5 class use co-ordinates effectively to specify location. In Y5/Y6, pupils measure angles with developing accuracy and know that the angles of a given triangle add up to 180 degrees.
  - Older KS2 pupils have very good knowledge of the relationship between fractions, percentages and decimals and use this to effect in their quick calculations of mental problems. Some advanced work is evident in their calculation of the circumferences of circles and in their construction and use of algebraic formulae.
  - Pupils collate data, often based on class questioning or on investigations in other subjects, and create and analyse different forms of graphs with growing confidence. Information and communications technology is used well to support their learning and in the presentation of their work.

### **Shortcomings**

- There are no major shortcomings but a significant minority of older KS2 pupils do not calculate mentally at a sufficiently rapid pace and their reading of gradations on measuring instruments is insecure.

### **Science**

Standards of achievement are very good in both key stages.

#### **Good features**

- Pupils' practical and experimental work is very good. Investigative skills are developed methodically and consistently across the whole age range. Younger pupils put forward suitable suggestions for, and demonstrate a growing understanding of, fair testing.
- Pupils in KS1 have a very good knowledge and understanding of living and non-living things. They use specific scientific vocabulary when discussing their work.
- In their study of green plants as organisms, KS1 pupils know the conditions that plants need to grow and label various parts of flowering plants in their recorded work.
- Pupils in KS1 confidently build simple electrical circuits. They have a clear understanding that a break in the circuit means that the bulb will not light. They use their skills effectively when making lit-up models in design and technology.

- 
- By the end of KS1, pupils have good knowledge of sources of light. They classify light into various categories, discussing at length the validity of their classifications. Pupils describe vividly the way some everyday materials change when heated and cooled.
  - Pupils in lower KS2 carry out effective group experiments on why a complete circuit is needed for current to flow to make electrical devices work. In their study of materials and their properties, they explore changes in materials and recognise those that can be reversed and those that cannot. They apply their mathematical skills effectively when measuring and recording their observations.
  - In their study of light, Y4/Y5 pupils have a very good understanding that light cannot pass through some materials resulting in the formation of shadows. They test their ideas fairly and make very accurate estimates of the length of shadows at various times of the day. They accurately measure the brightness of light using ICT.
  - Older KS2 pupils follow instructions carefully in their experimentation on conductors of electricity. They accurately observe, measure and record their findings. Pupils demonstrate their ability to interpret data and use information to come to conclusions.
  - By the end of KS2, pupils conduct a wide range of experimental and investigative science. Pupils successfully base the planning of their investigations on previous knowledge and understanding. They work very well in groups, listening to each other's ideas and coming to corporate decisions.
  - Very good progress is made in conducting systematic enquiry and in their understanding of the concept of variables, which to change and which to remain the same, to ensure a fair test.

### **Shortcomings**

- There are no significant shortcomings.

### **Welsh second language**

Standards of achievement are good in KS1 and very good in KS2.

### **Good features**

- Pupils in both key stages develop a very positive attitude towards the language and respond effectively when given opportunities to use it. They demonstrate an increasing confidence in their use of Welsh as they move through the school. Pupils' levels of understanding and their pronunciation and intonation skills develop particularly well.
- The majority of pupils throughout the school make good use of Welsh in everyday situations. The use of incidental Welsh is well developed in KS1. Throughout the key stage pupils demonstrate a good understanding of commands and instructions.
- Pupils in KS1 make good progress in their skills of listening and speaking. They respond well to instructions and speak with appropriate expression. Across the key stage they develop a good range of sentence patterns and vocabulary which they use confidently.
- The majority write phrases and simple sentences effectively, for example about items of clothing and colours.
- In KS1, the vast majority make good progress in their reading skills as they read captions, their own work and simple reading books.

- 
- Younger KS2 pupils build effectively on their previous experience. Pupils in Y3 and Y4 demonstrate an increasing grasp of a variety of sentence structures. They discuss particularly well facts and opinions relating to the family, food and clothing.
  - By the end of KS2, pupils effectively use a wide range of language patterns including a variety of patterns relating to the past tense. They offer reasons for preferences such as why they like different items of clothing. They develop a very good grasp of the conventions of time.
  - Older KS2 pupils hold interesting conversations using a range of sentence patterns in an effective manner. Their ability to ask a very wide range of questions is particularly impressive.
  - Across the key stages, pupils' writing skills develop well. Younger KS2 record personal and factual information while older pupils write extended paragraphs using a variety of sentence patterns including those relating to the past tense. Their ability to write detailed dialogues is well developed.
  - Throughout KS2, standards in reading are very good. The majority of older pupils demonstrate a very good understanding of what they read.

### **Shortcomings**

- There are no significant shortcomings.

## **Design and technology**

Standards of achievement are good in both key stages.

### **Good features**

- Pupils in both key stages use tools and equipment safely and consider the hazards and risks in their activities. They work with a good range of materials.
- Pupils in both key stages combine their designing and making skills with knowledge and understanding in order to design and make good quality products.
- In KS1, pupils design and list the required materials and make good quality models including lighthouses and aeroplanes. Using their scientific knowledge of electrical circuits, pupils light up and add moving parts to these models; they use suitable finishing techniques to decorate them.
- In KS2, younger pupils design bumper cars linked to their literacy work. In a Y4/Y5 class, pupils develop good knowledge and understanding of how alarms are triggered. In groups, they clarify orally and record the task in hand, considering function and safety when developing their ideas.
- Pupils in the Y5/Y6 class make extensive use of a range of tools, materials and components when making products. When collectively making very good quality rabbit hutches, pupils research need, design the product using appropriate measurements and cost and purchase materials. When designing and making quiz boards on an individual basis, pupils use their knowledge of conductors and properties of materials effectively in constructing circuits.

### **Shortcomings**

- There are no major shortcomings but on occasions in KS2, pupils do not plan and design their own ideas.

---

## **Information technology**

Standards of achievement are good in both key stages.

### **Good features**

- In both key stages, tasks and programs are linked effectively to the subject matter lessons and pupils use the software effectively to reinforce new learning. Pupils search CD-ROMs for information in a range of subject areas.
- In KS1, pupils make good progress in developing their keyboard skills and they handle the mouse with confidence. Pupils work independently and co-operatively at computer-related activities including developing good word processing skills.
- Pupils in KS1 have a developing understanding how to input information into a controllable toy in order to carry out a variety of functions. Pupils use ICT-based models to identify and construct imaginary plants and houses.
- Linked to their work in geography, KS1 pupils confidently use database to record extensive details about the weather and display the information in a range of graphic forms.
- In KS2, pupils build on the knowledge, understanding and skills acquired in KS1. In a Y3/Y4 class, pupils' word processing skills develop well as they confidently change font size, style and colour as is evident in their prepared questionnaire for a visit to Llancaiach Fawr. They use a simple database effectively to store information on distances travelled to school, and record in a good range of graphic forms. They use ICT software effectively to create images and patterns in their mathematical and art studies.
- Older KS2 pupils show an increasingly degree of competence in using a database. They are well aware of the importance of accurate information and instructions being given. They enter information onto a spreadsheet, analyse the data and use the facility to formulate graphs such as bar and pie charts, line and block graphs as is evident from their projects on garden birds and favourite crisp flavours.
- Pupils of all ages and abilities use the computers frequently and competently as an integral part of their learning. Pupils find and select information they require and present their findings using a range of computer facilities. They use digital cameras to record their work and activities and incorporate the images in their presentations.

### **Shortcomings**

- There are no significant shortcomings but pupils' skills in using e-mail are less well developed as the facility has not been functioning fully.

## **History**

Standards of achievement are good in both key stages.

### **Good features**

- In KS1, pupils acquire an appropriate historical vocabulary and are beginning to develop a sense of chronology through focusing on features relating to their own lives.
- Their awareness of evidence is beginning to develop in KS1 as pupils consider the sources which are available in their study of shopping. They make use of a visit to a local manor house and a supermarket to enhance their understanding of how shopping customs

---

have changed. They make good use of a questionnaire for older members of the community to further develop their understanding.

- Key Stage 1 pupils' knowledge of the past and their understanding of cause and consequence are enhanced as they focus on stories about historical characters including those from Wales. They use role-play opportunities effectively in this context, when they focus, for example, on the story of Jemima Nicholas and the French invasion.
- They develop a good understanding of the manner in which the invention of electricity has changed people's lives.
- Across KS2, pupils develop a good understanding of life in Stuart times and make good use of their visit to a Stuart manor house to enhance their understanding.
- Younger KS2 pupils demonstrate their skills of asking historical questions in relation to their manor house visit and are beginning to consider the importance of historical evidence in an effective manner. They focus well on farming and punishment during the period and draw relevant comparisons between their own experiences and those of people living in Stuart times.
- Younger KS2 pupils have a good understanding of the causes of the gunpowder plot and explore the episode effectively from the points of view of different characters. They are aware of why the Pilgrim fathers sailed for America and their concerns when they arrived. They focus well on the life of the Welsh pirate Harri Morgan.
- The majority of older KS2 pupils place the Tudor period in its historical context and are aware of the type of evidence which has survived for the period including the evidence which they came across during their visit.
- Older KS2 pupils effectively explore a range of pictorial evidence relating to the Civil War and have a good understanding of reasons for the conflict.
- Pupils across KS2 develop a good understanding of the causes and consequences of the Plague and Fire of London. Older pupils in particular make good use of their evidence gathering and writing skills to present their understanding in a variety of ways including letters from plague stricken villagers.
- Pupils across KS2 study a number of features relating to their own locality, including the traditional linguistic divide which, historically has been a feature of the Lansker line.

### **Shortcomings**

- There are no significant shortcomings but a significant minority of older KS2 pupils have an insecure grasp of the chronology of the periods of study.

### **Geography**

Standards of achievement are satisfactory in both key stages.

#### **Good features**

- Pupils in KS1 develop an appropriate geographical vocabulary. They develop a satisfactory knowledge of features relating their locality and an awareness of different services which support their community.
- Key Stage 1 pupils focus well on features surrounding a school in Malawi and are developing a good knowledge of features relating to everyday life in that locality. They draw relevant comparisons with life in their own locality.

- 
- They are aware of places on maps and a globes including the location of the contrasting area they study.
  - Younger KS2 pupils achieve good standards. They make good use of a variety of maps including aerial maps and a large scale plan of their area to develop a good understanding of physical and man-made features relating to their own locality. They use two figure grid references in their work.
  - They are developing a good knowledge and understanding of features relating to a contrasting locality in India. They ask a range of geographical questions particularly well, use pictorial evidence effectively and draw a number of comparisons with their own area in an impressive manner.
  - Older KS2 pupils explore the effects of changes to their local environment and demonstrate a satisfactory grasp of key features in their local area.
  - They focus on the impact of the increase in transport on the environment and consider the impact of imposing traffic restrictions on a local holiday resort. They gather evidence on how pupils arrive at school and presented their findings in graphic form.
  - They have begun to study a contrasting locality in India, making good use of pictorial evidence.
  - The majority demonstrate a good knowledge of the points of the compass and features on local and maps focusing on areas further afield.

### **Shortcomings**

- In KS1, pupils' mapping and investigative skills are undeveloped as is their knowledge and understanding of their own locality.
- In KS2, the majority of pupils' knowledge and understanding of contrasting localities including a locality within the United Kingdom or Europe are limited.
- Older KS2 pupils' skills of drawing their own plans and maps are underdeveloped. Their fieldwork and information gathering skills are limited.

### **Art**

- Standards of achievement are good in both key stages. Staff respect pupils' art work and celebrate it by giving it prominence in classrooms and corridors; this contributes to the ethos of the school.

### **Good features**

- Pupils in KS1 learn how to mix colours and use them effectively to convey warmth, coldness, light and darkness. Their skills and knowledge of line, shape and form develop well and they produce increasingly detailed work. They experiment with a variety of media.
- Key Stage 1 pupils make good use of observational drawing experiences including a visit to a local mansion to make good progress in their sketching skills.
- Pupils across KS1 study the work of world famous artists for example, the work of Cezanne and Van Gogh. The work of William Morris has inspired their work as they focus on leaves and they produce drawings, paintings and prints of good quality. They have also benefited from working with the illustrator Jackie Morris and from observing

---

the work of other illustrators at a children's book exhibition to enhance their understanding of various techniques of illustration.

- Pupils across KS2 make good use of their sketch books and demonstrate that their observational drawing skills are developing effectively. They focus on the styles of different impressionist artists and produce portraits of good quality using a variety of materials including chalk and charcoal. They explore the work of Monet and developed a good appreciation of his use of light.
- Using a variety of materials younger KS2 pupils produce illustrations of good quality to present their interpretation of various Creation stories. In their work on the environment, they are inspired by the work of Andrew Bailey, while older pupils study the work of Graham Sutherland and the manner in which he takes shapes out of the environment.
- Older KS2 pupils focus well on Breugel's painting of children's games which inspires them to produce an impressive collage. Inspired by the work of Cezanne, the majority demonstrate good brush strokes as they produce landscape scenes of good quality.
- Older KS2 pupils demonstrate good drawing and painting skills in their work on birds and they make good use of the visit of Jackie Morris to enhance their painting skills and to produce a mural of good quality on this theme.

### **Shortcomings**

- There are no major shortcomings, however, pupils' skills in producing three-dimensional models and making use of ICT art packages to extend their knowledge and skills are underdeveloped.

### **Music**

Standards of achievement are good in both key stages. The performing skills of KS2 pupils are very good.

#### **Good features**

- Pupils in KS1 gain much pleasure and enjoyment when singing a wide variety of songs, including Welsh songs tunefully and in an impressive manner to the accompaniment of a keyboard.
- When given the opportunity, the majority of KS1 pupils make good progress in creating their own music, using tuned and untuned instruments.
- KS1 pupils listen avidly to a range of music, identify a number of the instruments in play and respond appropriately by offering simple observations.
- Pupils in KS2 demonstrate very good skills in vocal performances as they sing a wide variety of songs.
- The instrumental performance of the vast majority of pupils in KS2 is very good. They play the recorder and use fingering and tonguing technique effectively. They are provided with opportunities to perform publicly in the community and to wider audiences.
- A significant number of pupils in KS2 take advantage of violin and cello tuition lessons provided by peripatetic teachers and make very good progress. This provision makes a significant contribution to further raising of standards in music.

- 
- Key Stage 2 pupils' awareness and knowledge of the rudiments and terminology in music are particularly well developed; they identify instruments and the musical families to which they belong.
  - Pupils in KS2 listen regularly to music and have a good knowledge of the work of a variety of classical composers. They make good use of their performing expertise when they are provided with opportunities to compose music.

### **Shortcomings**

- There are no major shortcomings but KS2 pupils' skills in recording their musical compositions and presenting their responses to the work of composers in written form is underdeveloped

### **Physical education**

Standards of achievement are satisfactory in KS1 and good in KS2 in games and dance. The school makes good use of the limited facilities available. All aspects of the curriculum were not observed during the inspection but talking to pupils and staff and scrutinising records indicate that pupils have access to the vast majority of requirements. The school regularly engages in a number of sporting activities at local, area and county levels, enabling pupils to gain individual and team honours. Equal opportunities are given to both sexes to play in various team games.

### **Good features**

- In both key stages, pupils change suitably and listen attentively to instructions.
- Pupils in KS1 develop a satisfactory sense of spatial awareness during warm up activities.
- In games activities, around a half of KS1 pupils display good throwing and catching skills when working in pairs. They persevere to develop performance for an extended period.
- In KS2, pupils develop significantly their skills of passing, dribbling, directing and controlling a ball. They take turns and are happy to demonstrate good standards. They successfully devise a range of games that effectively require good ball skills, and play to the rules. By the end of KS2, the vast majority of pupils are competent swimmers and gain certificates.
- When practising traditional Welsh dances in the dining hall, KS2 girls display very good skills when stepping and moving in unison. They consolidate, refine and synchronise their movements in large group situations.
- In outdoor games activities, older KS2 boys display good skills of throwing, retrieving and striking a ball. They persevere for an extended period to further develop performance. They observe the conventions of fair play and good sporting behaviour as team members.
- Pupils' skills reflect opportunities for further development given through a wide range of extra-curricular activities and a residential visit for older pupils to develop a range of outdoor pursuit skills.

### **Shortcomings**

- In KS1, around a half of pupils have limited catching and throwing skills.
- In KS1, pupils' skills in evaluating their performance are limited.

- 
- In both key stages, pupils' skills in climbing, swinging and working at different levels using apparatus are underdeveloped.

## **Religious education**

Standards of achievement are very good in both key stages.

- Across both key stages, pupils develop a very good religious vocabulary and make good use of religious artefacts to develop their knowledge and understanding.
- Pupils in both key stages develop a very good understanding of the importance of caring and good relationships.
- Key Stage 1 have a good knowledge of a range of Bible stories from both the Old and New Testaments and are aware of legends associated with Christianity. They have a good knowledge of some later followers of Jesus such as St Francis of Assisi and Mary Jones in Wales. They develop a very good knowledge of Christian festivals including Easter and Pentecost and write very effective harvest prayers.
- Key Stage 1 pupils make good use of the visit of the Archbishop of Wales to enhance their understanding of Christian symbols. They demonstrate a good understanding of the symbol of the dove in the story of Noah and as part of their awareness of the importance of Pentecost.
- Their knowledge of other faiths is developing effectively as they focus on features relating to the Jewish harvest festival of Succot and the significance of the festival of Divali for Hindus.
- Across KS2, pupils develop a good understanding of the Creation from a number of religions and traditions. Younger pupils also explore Creation from a humanist perspective. They have a good knowledge of the importance of prayer in the various religions that they study and write their own prayers effectively.
- Pupils in KS2 develop a very good knowledge of the key periods in Jesus' life and of the main features of his work. They have a good knowledge of many of his parables and the miracles he performed.
- Younger KS2 pupils have a good knowledge of the Bible as a library of books and have produced an impressive display to illustrate their knowledge. They effectively compare the accounts of Jesus' birth in the gospels of St Matthew and St Luke. They develop a very good knowledge of other faiths.
- Older KS2 pupils demonstrate a very good understanding of the importance of Moses as a religious leader. Their awareness of contemporary Christian leaders is enhanced by the experience provided by the visit of the Bishop of St David's. They focus particularly well on the baptism of Jesus and his temptations in the wilderness and demonstrate their understanding effectively through their extended writing skills.
- They have a good understanding of the importance of pilgrimage in religion with particular reference to Mecca and they demonstrate a very good knowledge of the importance of St David's as a place of pilgrimage for Christians across the centuries.
- The majority develop a very good understanding of significant features relating to the worship of the Krishna in a Hindu temple.

## **Shortcomings**

- 
- There are no significant shortcomings.

## **8. SCHOOL IMPROVEMENT**

### **8.1 Progress Since the Last Inspection**

The school was last inspected in the Autumn term 1997. The report identified eight key issues for action listed below, namely the need to:

- **ensure that the planning of the curriculum for the under-fives gives children time to consolidate their understanding;**
- **see that outstanding schemes of work are completed;**
- **develop and implement a whole-school policy for assessment, recording and reporting across the curriculum;**
- **produce a SDP which identifies clear targets for improvement and links expenditure to those targets;**
- **ensure that the governing body continues with its efforts to upgrade the accommodation;**
- **enhance the provision for resources, taking into account the increased school population;**
- **comply with Welsh Office recommendations and regulations;**
- **maintain the good features in many aspects of school life.**

Overall, the school has made good progress in addressing the key issues raised in the last inspection report.

- Early years planning was reviewed and monitored. Classroom management was reviewed to ensure children consolidated learning. Assessment procedures were undertaken to track children's progress from entry. The early years teacher undertook in-service training and witnessed good practice in other schools. In this inspection, it is judged that very good progress has been made. Planning in the early years is very good and classroom management ensures that children are given sufficient time to consolidate their learning.
- Schemes of work were reviewed with particular emphasis on geography, history, music, design and technology and physical education. In this inspection it was judged that schemes of work fully comply with NC 2000 requirements.
- A new assessment, recording and reporting policy was drawn up and a co-ordinator identified to monitor procedures. Support was provided by LEA support staff in identifying assessment requirements. In this inspection, it was judged that satisfactory progress has been made with new procedures identifying under-attaining pupils and reporting procedures being good. However, while the marking of pupils work is regular and consistent, comments made, for the most part, do not identify ways forward for pupils. On-going assessment information and information derived from marking do not inform planning for pupils of all abilities in a rigorous manner. There is no effective system of formal assessment and record keeping for the foundation subjects and for pupils' personal and social development. Opportunities for pupils to assess and evaluate their own work are at a very early stage of development.

- 
- With LEA support, the SDP was reviewed and the headteacher observed good practice in other schools. In this inspection, it was judged that good progress has been made with the current SDP identifying appropriately costed targets for improvement and with forward planning well addressed.
  - Approaches over time by the governing body to the LEA have resulted in a new school currently under construction to be opened in 2004.
  - Extra resources were expended mainly on mathematics books, science equipment and classroom furniture. With matched funding from the Welsh Assembly Government, the school has ensured that ICT resources are good. The constraints of space makes access to the resources at times difficult.
  - Procedures for the marking of registers were reviewed with appropriate codes utilised. The school prospectus and annual reports to parents were reviewed to ensure full compliance. They all now fully comply with Welsh Assembly Government requirements.
  - The SDP identified subject areas and aspects of school life to be maintained. In this inspection, it is judged that very good progress has been made. Standards of achievement have been further raised in a number of curricular areas and the *Cwricwlwm Cymreig* has been significantly enhanced. The quality of teaching has further improved; the Christian ethos and pupils' behaviour remain as strengths of the school.

## **8.2 Key Issues for Action**

To build on its many strengths, the school needs to:-

- maintain the standards in subjects and aspects which were judged to be good or very good and raise standards in subjects and aspects judged to be satisfactory by addressing the shortcomings identified;
- further develop assessment and recording procedures in both key stages;
- enhance the process of self-evaluation by:-
  - (a) further developing the role of curriculum co-ordinators in monitoring standards of achievement;
  - (b) documenting, implementing, monitoring and evaluating plans.

## APPENDIX

### A. Basic Information About the School

Name of School	Spittal Church in Wales Voluntary Controlled Primary School
School type	Community
Age-range of pupils	4-11
Address of school	Spittal Haverfordwest Pembrokeshire
Post-Code	SA62 5QT
Telephone Number	01437 741652

Headteacher	Mr A Kendrick
Date of appointment	May 1982
Chair of Governors	Mr B Williams
Registered Inspector	Mr J Harries
Dates of inspection	9-11 June 2003

### B. School Data and Indicators

<i>Number of pupils in each year group</i>									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	0	18	12	14	17	20	20	27	128

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	5	2	5.5

<i>Staffing information</i>	
Pupil : teacher (fte) ratio (excluding nursery and special classes)	22.5:1
Average class size, excluding nursery and special classes	24.8
Teacher (fte) : class ratio	1.1:1

<i>Percentage attendance for three complete terms prior to the inspection</i>				
	R	KS1	KS2	Whole school
Spring 2002	93.7	95.2	94.3	94.3
Summer 2002	95.2	88.7	93.9	93.1
Autumn 2002	97.5	98.1	93.4	95.1

Number of pupils excluded during 12 months prior to inspection	0
--	---

## C. Results of National Curriculum Assessments and Public Examinations

### NATIONAL CURRICULUM ASSESSMENT RESULTS END OF KEY STAGE 1: 2003

National Curriculum Assessment KS1 Results: 2003			Number of pupils in Y2: 13					
Percentage of pupils at each level								
			D	W	1	2	3	4
ENGLISH:	Teacher Assessment	School	0	0	7	79	14	0
EN: Reading	Teacher Assessment	School	0	0	7	71	21	0
EN: Writing	Teacher Assessment	School	0	0	7	86	7	0
EN: Speaking and listening	Teacher Assessment	School	0	0	0	86	14	0
MATHEMATICS	Teacher Assessment	School	0	0	0	86	14	0
SCIENCE	Teacher Assessment	School	0	0	0	79	21	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	93	In Wales	81

D Pupils who have been disapplied under sections 364 and 365 of the Education Act 1996 or, in the case of the Task/Test were absent.

W Pupils who are "working towards" level 1, but have not yet achieved the standards needed for level 1.

### NATIONAL CURRICULUM ASSESSMENT RESULTS END OF KEY STAGE 2: 2003

National Curriculum Assessment KS2 Results: 2003			Number of pupils in Y6: 27										
Percentage of pupils at each level													
			D	A	N	B	W	1	2	3	4	5	6
English	Teacher assessment	School	0	0	0	0	0	0	0	7	37	56	0
		National	0	0	3	0	0	1	5	16	45	29	0
	Test/Task	School	0	4	0	0	0	0	0	0	30	66	0
		National	0	2	2	1	0	0	4	12	41	38	0
Mathematics	Teacher assessment	School	0	0	0	0	0	0	0	0	81	19	0
		National	0	0	3	0	0	1	4	19	46	27	0
	Test/Task	School	0	4	0	0	0	0	0	4	70	22	0
		National	0	2	1	1	0	0	4	19	46	27	0
Science	Teacher assessment	School	0	0	0	0	0	0	0	0	48	52	0
		National	0	0	3	0	0	0	2	13	49	33	0
	Test/Task	School	0	0	0	0	0	0	0	4	74	22	0
		National	0	2	0	0	0	0	1	10	47	38	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	92	In the school	92
In Wales	72	In Wales	70

D Pupils who have been disapplied under sections 364 and 365 of the Education Act 1996.

A Pupils who have failed to register a level because of absence.

N Pupils who have failed to register a level for reasons other than absence.

B Pupils not entered for tests because they are working outside the levels of the tests.

W Pupils who are "working towards" level 1, but have not yet achieved the standards needed for level 1.

---

## **D. The 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 18 parents who attended the pre-inspection meeting;
- questionnaires were distributed to all parents and the 50 completed questionnaires were analysed and the inspection team took note of the results;
- school documentation was examined.

### **During the inspection:**

- evidence of lessons or sessions observed was based on the inspection of classes in a total of 50 lessons or sessions across the age groups;
- other observations included assemblies, registration, playtimes and lunch-time;
- discussions were held with pupils about aspects of their work and life in the school;
- inspectors listened to a representative sample of pupils read;
- inspectors undertook a scrutiny of pupils' work from each year group, as well as work in the classrooms and on display around the school;
- post-inspection meetings were held with the headteacher, staff and the governing body.

## E. Composition and Responsibilities of the Inspection Team

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

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