

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

***ST AIDAN'S VOLUNTARY AIDED  
PRIMARY SCHOOL  
WISTON  
HAVERFORDWEST***

***School Number: 668-3315***

***Date of Inspection: 3-5 December 2003***

***by***

***MR P D W EDWARDS***

***Registered Inspector***

***Date: 27 January 2003***

**Under Estyn Contract Number: CT63/02P**

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## **CURRICULUM NOMENCLATURE AND KEY STAGES**

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

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

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

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

## **GRADE DESCRIPTIONS**

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

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

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## 1. CONTEXT

### The school and its priorities

St Aidan's Voluntary Aided Church in Wales Primary School is situated in the village of Wiston in the county of Pembrokeshire and is administered by the School Education Department of Pembrokeshire County Council. It has a roll of 158 pupils aged four to 11 years; the majority come from Wiston and the surrounding rural area. In general terms, the school describes around half the area it serves as relatively prosperous, a quarter economically disadvantaged and a quarter neither prosperous nor economically disadvantaged. The annual intake covers the full ability range. Approximately six per cent of pupils are registered as being entitled to receive free school dinners. All pupils come from homes where English is the main or only language. There are 31 pupils identified by the school as requiring special educational needs (SEN) support including four for whom a statement of SEN has been made. The school has close links with the local church of St Mary's.

The school has identified two main targets in its school development plan (SDP) for 2002:

- To forge closer links with the secondary school to promote continuity and progression.
- To raise standards of literacy throughout the school – continued development;

The school was last inspected in July 1997.

## 2. MAIN FINDINGS

### The main findings of the report

St Aidan's Voluntary Aided Primary School is a caring, friendly school in which has made significant academic progress since the previous inspection.

- Standards of achievement in the lessons seen are good or better in approximately 75 per cent of lessons in both key stages, including six per cent where they are very good and 69 per cent good. Standards are satisfactory in around 25 per cent of lessons.
- The educational provision for the under-fives taken overall is appropriate and successfully promotes the Desirable Outcomes for Children's Learning. Standards achieved in the nursery and reception class are good overall.
- Standards in the six areas of learning are as follows:

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

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

<b>Subject</b>	<b>KS1</b>	<b>KS2</b>
English	Good	Good
Mathematics	Good	Good
Science	Good	Good
Welsh second language	Good	Good
Design and technology	Satisfactory	Satisfactory
Information technology	Satisfactory	Satisfactory
History	Good	Satisfactory
Geography	Good	Satisfactory
Art	Good	Good
Music	Good	Good
Physical education	Good	Good

- Religious education was not inspected as part of this report as St Aidan's is a Church in Wales voluntary aided school. The school's governors arranged for the subject to be inspected in accordance with Section 23 of the Education Act 1996.
- National Curriculum teacher assessments for summer 2002 showed that at the end of KS1, the percentage of pupils achieving level 2 and above in English was above the national average in 2001. The majority of pupils achieved the expected level 2 and above in reading, writing and speaking. The percentage of pupils achieving level 2 and above in mathematics and science were both above the national average. The percentage of pupils achieving level 2 or above in all the core subjects according to teacher assessment was above the national average for 2001.
- In the NC test and task results for summer 2002 at the end of KS2, the percentage of pupils achieving level 4 in English and above was significantly above the national average with the number achieving the higher level 5 twice the national average. In mathematics and science, the percentages of pupils achieving the expected level 4 and the higher level 5 were above the national average. The percentage of pupils achieving level 4 or above in all the core subjects by test was well above the national average for 2001. The school's results overall compare well with those of other similar schools.
- In applying their key skills across the curriculum, pupils in both key stages achieve good standards in listening, reading and numeracy, and satisfactory standards in speaking, writing and the use of information communications technology (ICT). The school has no strategy to ensure key skills are used and developed across the curriculum. Children under five years of age develop, practise and apply their emerging skills in literacy, numeracy and ICT well overall. They make at least satisfactory progress and often good progress in relation to their abilities and different stages of development. Relative to their age and ability, the pupils with SEN make satisfactory progress in applying their speaking, listening, reading, numeracy and ICT skills across the curriculum.
- The school's provision for the pupils' spiritual, moral, social and cultural development is good. The school has a clear set of aims which promote sound attitudes and values. Daily acts of collective worship are held which meet statutory requirements. The school, throughout its work, promotes sound moral

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values and guides pupils' behaviour appropriately. The school effectively enhances pupils' personal and social development through as wide variety of extra-curricular activities inside and outside school time. The school emphasises the need for equality for all including racial, gender and ability in its personal and social education policy.

- Pupils' behaviour and their attitudes to learning are good. The school is a happy, supportive and orderly community. The school has effective procedures in place to promote good behaviour; the policy for behaviour and discipline is currently being amended to take into account new initiatives. Pupils have been involved in the formulation of the school's new 'golden rules', which are positive in nature and encourage mutual respect and responsibility. They reflect the supportive ethos of the school.
- Attendance rates are satisfactory and instances of unauthorised absence are minimal. The school has set no formal targets for the improvement of rates of attendance, but the high priority afforded to attendance and punctuality is frequently made known to pupils and parents.
- The quality of teaching is satisfactory or better in all of the lessons seen. Teaching is very good in approximately 10 per cent of lessons, good in about 60 per cent and satisfactory in around 30 per cent. The quality of teaching is at least good in all lessons seen in the early years. Teachers and pupils throughout the school display mutual respect and have positive and productive relationships. Pupils are generally taught well in interesting lessons; teachers present themselves well with good exposition and use an appropriate range of teaching strategies. However, in general the weekly planning arrangements used by teachers do not provide sufficiently clear learning objectives or enough detail of how pupils' independent learning and key skills are to be enhanced and consolidated. Expectations are not always sufficiently challenging for more able pupils in both key stages. Appropriate homework tasks are set to reinforce learning undertaken in school.
- Arrangements for the assessment, reporting and recording of pupils' achievement and progress are satisfactory overall. Daily on-going assessment is sound, however, recording of information to help planning is unsatisfactory. Reporting to parents is good. Assessment to support the current learning of special needs pupils is good and effective in helping them make satisfactory and often good progress.
- The link between assessment and planning is insecure, weekly planning has not been monitored and many elements of the NC programmes of study are not sufficiently well addressed. All teachers are adept at observing and providing good quality feedback to pupils as they work, however, in most cases no evaluations are made of the outcomes of their lessons to ensure good continuity and progression in pupils' learning, particularly the more able. Good reading records in the form of 'contact' books are kept, especially with younger pupils and provide valuable guidance to parents. Other recording is not sufficiently detailed to inform future planning or give maximum support to teachers as they prepare the pupils' annual progress reports to parents. Statutory requirements of reporting to parents are met.

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- The curriculum is satisfactory overall. The quality, breadth and balance of the curriculum are variable; they are very good in the early years and satisfactory in Key Stage (KS)1 and KS2. The overall curriculum available to the early years' children is of very good quality and gives them a positive start to their school career.
  - Whole-school policies have recently been revised and are in place for all subjects in the key stages. New schemes of work are currently being developed satisfactorily in all subjects and provide satisfactory guidance on continuity in pupils' learning and successfully promote the aims of the school, although some vary in the balance, presentation and accessibility. At present there is no clear strategy, such as the use of curricular maps, to inform planning to ensure all aspects of subjects are taught, particularly in the mixed-aged classes. The quality of whole-school planning for the development of key skills is unsatisfactory with no rigorous strategies to ensure they are used effectively across the curriculum. The school has a clear policy for personal and social education which is being implemented successfully. The school has an appropriate health education policy. The curriculum is enhanced very well by a wide range of extra-curricular activities, which are well supported by pupils and enrich the quality of their experiences. Many good links have been established with the local and wider community to provide a variety of experiences outside school to broaden pupils' knowledge, including performing concerts, receiving visiting theatre groups and musicians; these support pupils' social and cultural development. There is a sound emphasis on the *Cwricwlwm Cymreig* in several subject areas, including singing a good range of Welsh songs in assemblies.
  - Good provision is made for the support, guidance and welfare of pupils. Pupils work and play in a caring, supportive environment where they feel safe and secure. The headteacher and staff know pupils well and monitor effectively and support their academic progress, their social development and their personal well-being.
  - The school places great importance on the personal and social education of pupils and an effective programme is in place. The introduction of 'circle time' has contributed significantly to the development of pupils' self-esteem and confidence. The school has a helpful policy and set of procedures to promote health and safety. Pupils are well supervised at break and lunch-times. Teaching, support staff and midday supervisors make a valuable contribution to the care and welfare of pupils. The enjoyment and benefit that all pupils gain from the school's successful social inclusion policy is evident in all aspects of school life.
  - Good provision overall is made for pupils with SEN. Procedures conform to the national Code of Practice. The deputy headteacher acts as the SEN co-ordinator (SENCO) and takes meticulous care to discharge her duties. She has established her role in a very positive way and co-ordinates a strong team of learning support staff, including a part-time special needs teacher and nursery nurses all of whom are enthusiastic and well motivated. All pupils on the Code of Practice have clearly-written individual educational plans (IEPs) of good quality which set appropriate targets for achievement. A good feature is the way in which SEN pupils are well integrated and fully involved in all aspects of school life. Parents are kept well informed of procedures and are invited to reviews of their children's progress.

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- The school's partnership with parents, community, schools and other institutions is good and makes a valuable contribution to pupils' learning, motivation and standards of achievement. Many parents express satisfaction with the school and are supportive of the values that the school promotes. Parents are kept well informed about the life and work of the school by regular newsletters, consultations with staff to discuss children's work and progress, and by an informative prospectus and annual report of the governing body. The school's active parents and teachers association (PTA) makes a valuable contribution to the life and work of the school. Good use is made of the community as a learning resource. Educational visits and the expertise of members of the local community make a positive contribution to pupils' standards of achievement in a number of curriculum areas. The school enjoys a successful partnership with the parish church. The clergy and 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.
  - 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 business, industry and commerce enrich work in many curriculum areas. The links already established contribute significantly to pupils' motivation, learning and standards of achievement.
  - The quality of self-evaluation and planning for improvement is generally satisfactory. Although there are some adequate procedures in place to enable the school to evaluate its own work and to plan for improvement, they are at present insufficiently developed or embedded into school practice to enable the school to have a clear direction for improvement.
  - The school has an adequate self-assessment report which confirms that progress has been made in a significant number of curricular areas. There is a useful performance management policy and a self-evaluation document which state how the school intends to evaluate its effectiveness. The headteacher and some subject leaders have begun to undertake formal reviews of subject areas and monitor some lessons as part of their leadership role. However, the school has no clear strategy on how to use this information to improve provision effectively; good practice is not properly disseminated and followed evenly throughout the school. The school's SDP indicates two main areas for improvement for the academic year. It does not, however, identify other important areas the school needs to develop such as assessment and short-term planning. It does not contain sufficient information or specific success criteria to enable a secure evaluation of targets set. There are no long-term targets identified to provide adequate direction for the school, or a review of previous targets. A careful analysis is made of NC and other tests to identify strengths and weaknesses, track pupils' progress and set targets for improvement in standards of achievement. All governors are allocated a curriculum area and visit the school frequently to observe their subject area. Outcomes of the self-evaluation programme are summarised by the headteacher and shared with the governing body on a termly basis.
  - Management and efficiency are satisfactory overall; some areas are currently at an early stage of development. The quality of leadership is satisfactory overall.

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The best features of leadership are the ways the headteacher, staff and governing body create a happy, welcoming atmosphere and a safe environment for the children. The governing body has a profound interest in the school and its community, is highly supportive of the school. At present the governors' role in shaping the educational direction of the school is developing appropriately; they have overseen significant improvements to the school during the year and are well aware of its strengths and weaknesses. The school is making good use of the resources available to it at the present time. Funds available are being used appropriately to improve the quality of education provision; a significant surplus is being held back to fund a projected shortfall in income for 2004. Subject leaders are hard working and keen to develop their role, however their contribution to school leadership is at present underdeveloped. There is no clear management structure, such as a school management team, to provide sufficient direction. The SDP includes appropriate reference to the cost and resource implications of the targets set. However, there are insufficient steps taken to evaluate the effects of major spending decisions to ensure best value for money. Day-to-day administration operates smoothly.

- Staffing, accommodation and learning resources are satisfactory overall. Teachers are suitably qualified and provide the school with a wide spectrum of expertise and experience. Nursery nurses and learning support staff are well deployed and work closely with teachers to ensure that all pupils receive good support and help including those with SEN. The accommodation is satisfactory for the number of pupils on roll and the curriculum provided. The space available for teaching is generally well exploited although two classes in KS2 are small for the large numbers of pupils in them and inhibits the use of collaborative group work in subjects such as science. Standards of caretaking and cleaning are satisfactory. The school has a suitable range of learning resources that are satisfactory in both quality and quantity. There is inadequate storage in many areas of the school leading to an excess of 'clutter'.
- Key issues from the last inspection have been addressed with some needing further development.

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

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

Standards of achievement in the lessons seen are good or better in approximately 75 per cent of lessons in both key stages, including six per cent where they are very good and 69 per cent good. Standards are satisfactory in around 25 per cent of lessons.

- The educational provision for the under-fives taken overall is appropriate and successfully promotes the Desirable Outcomes for Children's Learning. Standards achieved in the reception class are good overall.
- In KS1, standards are good in English, mathematics, science, Welsh as a second language, history, geography, art, music and physical education. They are satisfactory in design and technology and information technology.

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- In KS2, standards are good in English, mathematics, science, Welsh as a second language, art, music and physical education. They are satisfactory in design and technology, information technology, history and geography.
  - Religious education was not inspected as part of this report as St Aidan's is a Church in Wales voluntary aided school. The school's governors arranged for the subject to be inspected in accordance with Section 23 of the Education Act 1996.
  - National Curriculum teacher assessments for summer 2002 showed that at the end of KS1, the percentage of pupils achieving level 2 and above in English was above the national average in 2001. The majority of pupils achieved the expected level 2 and above in reading, writing and speaking. The percentage of pupils achieving level 2 and above in mathematics and science were both above the national average. The percentage of pupils achieving level 2 or above in all the core subjects according to teacher assessment was above the national average for 2001.
  - In the NC test and task results for summer 2002 at the end of KS2, the percentage of pupils achieving level 4 in English and above was significantly above the national average with the number achieving the higher level 5 twice the national average. In mathematics and science, the percentages of pupils achieving the expected level 4 and the higher level 5 were above the national average. The percentage of pupils achieving level 4 or above in all the core subjects by test was well above the national average for 2001. The school's results in overall compare well with those of other similar schools.

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

In applying their key skills across the curriculum, pupils in both key stages achieve good standards in listening, reading and numeracy, and satisfactory standards in speaking, writing and the use of ICT. The school has no strategy to ensure key skills are used and developed across the curriculum.

- Children under five years of age develop, practise and apply their emerging skills in literacy, numeracy and ICT well overall. They make at least satisfactory progress and often good progress in relation to their abilities and different stages of development.
- Pupils listen well in KS1. They are attentive, show interest in their work, are eager to answer questions. In KS2, pupils listen attentively to adults and to each other.
- Standards in speaking skills in both key stages are variable with some pupils able to express themselves clearly, particularly in KS2. A significant number in both key stages speak in short sentences when speaking to an audience. Although pupils in KS1 converse in an articulate manner with adults, they do not project their voices sufficiently well in more formal situations such as reading their work aloud to the class or speaking in assemblies. By the end of KS2, pupils' speaking skills have not reached the very high level that most of them are capable. When working in groups in some subjects, pupils tend to raise their voices to an inappropriate level.
- Reading is good in both key stages. Pupils read for a range of purposes and have appropriate research skills to use a library and look up information in

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reference books. Many read confidently with understanding and good expression, particularly in KS2. The limited range of information books in the library does not support pupils' information retrieval skills well. Available books are colour coded but are not indexed adequately; pupils have difficulty in locating specific books when required.

- Pupils' writing skills are satisfactory across the curriculum in both key stages. An over reliance on filling in worksheets often constrains the development of pupils' independent writing skills with able pupils insufficiently challenged.
- Standards in numeracy are satisfactory in both key stages. Pupils are able to transfer skills learnt in their mathematical work to other subjects such as in science investigations. In both key stages there is limited evidence of numeracy skills being used sufficiently across the curriculum, for example in data handling.
- Standards in using ICT across the curriculum are satisfactory overall. Pupils develop their word processing and numeracy skills well and many can download pictures and information from a digital camera. However, they are not yet using them sufficiently in a natural and meaningful way in order to raise standards in other subjects. For example, there is little evidence of pupils recording data from science or mathematics investigations into a database and presenting them graphically where appropriate.
- Relative to their age and ability, the pupils with SEN make satisfactory progress in applying their speaking, listening, reading, numeracy and ICT skills across the curriculum.

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

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

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

- The pupils participate in daily worship and prayers are recited respectfully at the beginning and end of each day.
- The school has a clear set of aims which promote sound attitudes and values. Pupils feel secure in the supportive environment of their classrooms and other areas of the school. Relationships between pupils and teachers and between the pupils themselves are positive, friendly and supportive.
- Daily acts of collective worship are held. Assemblies are in the main orderly and meaningful occasions, where moral and religious themes are appropriately planned and considered, but time for reflection is limited and the sense of occasion is lost when pupils talk loudly on leaving the hall.
- The school, throughout its work, promotes sound moral values and guides pupils' behaviour appropriately. Pupils understand and accept the values and standards of behaviour expected by the school. They are aware of what is considered right and wrong in society. They consistently help others less fortunate than themselves through direct support and raising money for a variety of charities.

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- Relationships are good at all levels. Teachers and all other adults connected with the school set good examples in the constructive way they work with pupils and with each other. Pupils generally work and play harmoniously together and develop good social skills.
  - The school effectively enhances pupils' personal and social development through a wide variety of extra-curricular activities inside and outside school time.
  - The *Cwricwlwm Cymreig* is promoted effectively through subjects such as English, music, history, geography and art.
  - The pupils have a sound awareness of Welsh culture and their local area and its history in particular through studies in history and geography. Visits to places of interest broaden their knowledge and understanding. Pupils do not experience the full diversity of other cultures in their work such as artefacts or pictures depicting aspects of a multicultural society.
  - The school emphasises the need for equality for all including racial, gender and ability in its personal and social education policy.
  - Overall, pupils respond well to the school's provision for spiritual, moral, social and cultural development.

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

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

- The school has effective procedures in place to promote good behaviour; the policy for behaviour and discipline is currently being amended to take into account new initiatives. Pupils have been involved in the formulation of the school's new 'golden rules', which are positive in nature and encourage mutual respect and responsibility. They reflect the supportive ethos of the school.
- Pupils' relationships with teachers and support staff are mutually respectful and friendly. Pupils are courteous, polite and relate well to each other, to staff and to visitors.
- Pupils have positive attitudes towards learning. They listen carefully to their teachers, settle quickly to task and sustain concentration. They are interested in their work and take pride in their achievements, which they readily share with others.
- Pupils' behaviour is consistently good within the classroom; staff have high expectations of good behaviour, and are skilled at promoting acceptance of school rules and routines. On occasions during pupils' movement around the school, during lunch-time in the hall and at the end of assemblies, noise levels are allowed to rise, and the behaviour of some pupils begins to deteriorate.
- The school actively promotes the Christian values of tolerance, fairness and kindness and staff take the issues of bullying, sexism and racism seriously. Procedures are in place to deal with the few incidents reported to the headteacher and staff. No incidents of bullying, sexism or racism were observed during the inspection.

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- The good behaviour of pupils and their positive attitudes to learning contribute not only to the efficient functioning of the school, but also to the standards pupils achieve and to their personal and social development.

### **4.3 Attendance**

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

- The school places a high priority on attendance and punctuality and many pupils have good records of attendance.
- Pupils are punctual and keen to attend school. Registration sessions and lessons start promptly.
- 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.
- The governing body is rightly concerned about the number of parents who take their children on holiday during term time. This has an adverse impact on the continuity of pupils' education and on overall rates of attendance for the school.
- Regular and effective liaison takes place with the Pupil Support Officer.
- Registration is conducted efficiently and in accordance with statutory requirements.
- The school has set no formal targets for the improvement of rates of attendance but the high priority afforded to attendance and punctuality is frequently made known to pupils and parents.
- The school complies fully with the requirements of the National Assembly for Wales Circular 3/99, Pupil Support and Social Inclusion.

## **5. QUALITY OF EDUCATION**

### **5.1 Teaching**

The quality of teaching is satisfactory or better in all of the lessons seen. Teaching is very good in approximately 10 per cent of lessons, good in about 60 per cent and satisfactory in around 30 per cent.

- The quality of teaching is at least good in all lessons seen in the early years. In KS1 and KS2, the quality of teaching is very good in 11 per cent of lessons seen, good in 57 per cent of lessons and satisfactory in 32 per cent.
- Pupils in the school receive a good start to their learning through the good quality of teaching they experience in the early years.
- Teachers and pupils throughout the school display mutual respect and have positive and productive relationships. This has a good effect upon the ethos of the school and gives pupils the confidence to move their learning forward. Effective use of praise and encouragement motivates pupils to make more effort to produce better quality work.

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- Teachers have a sound knowledge of the requirements of the NC and attend available in-service courses; pupils are generally taught well in interesting lessons; teachers present themselves well with good exposition and use an appropriate range of teaching strategies. However, in general the weekly planning arrangements used by teachers do not provide sufficiently clear learning objectives or enough detail of how pupils' independent learning and key skills are to be enhanced and consolidated. In particular, there is a lack of planned progression in history and short-term planning in history. Expectations are not always sufficiently challenging for more able pupils in both key stages.
  - Generally, good use is made of questioning techniques. Support staff and other adults help and give good support to groups of pupils and individuals during and when they are withdrawn from class activities.
  - Appropriate homework tasks are set to reinforce learning undertaken in school.

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

Arrangements for the assessment, reporting and recording of pupils' achievement and progress are satisfactory overall. Daily on-going assessment is sound, however recording of information to help planning is unsatisfactory. Reporting to parents is good.

- Baseline assessment assists in the early identification of learning needs and is used by the reception teacher to plan a very good range of stimulating activities for all children in her class.
- Assessment to support the current learning of special needs pupils is good and effective in helping them make satisfactory and often good progress.
- There is a whole-school policy for the organisation and use of assessment in subjects such as English, mathematics and science, linked to tests. These do not effectively guide teaching and learning on a daily basis; clear learning objectives are not identified in short-term planning against which secure judgements about pupils' progress can be made.
- The link between assessment and planning is insecure, weekly planning has not been monitored and many elements of the NC programmes of study are not sufficiently well addressed, for example in geography in KS2.
- There are no uniform procedures for marking, and recording pupils' achievements. All teachers are adept at observing and providing good quality feedback to pupils as they work. However in most cases no evaluations are made of the outcomes of their lessons to ensure good continuity and progression in pupils' learning, particularly the more able. Plenary sessions give pupils an opportunity to demonstrate what they have achieved but do not always reinforce teaching points or consolidate and extend learning.
- Pupils' work is always marked and comments reflect what pupils have achieved; in the best practice pupils are guided by supportive hints which indicate what they need to do next in order to improve. Pupils' standards of presentation are variable but where these are untidy insufficient stress has been placed on the neat layout of their work.

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- The assessment co-ordinator has started to analyse NC and other tests to look at overall achievement in comparison with local and national results. This is helping the school to identify its strengths and weaknesses. Targets set in the school improvement plan, for example, show awareness of the under-achievement of boys, and some strategies have been introduced to help address this.
  - Staff are developing individual profiles of pupils' work but apart from one piece of written work in English these are not annotated to give specific information about attainment. Pupils are not included in the assessment progress by setting short, attainable targets for themselves, although this is soon to be addressed.
  - The school does not have a strategy, such as maintaining portfolios of moderated work, in order to provide consistency for teachers when assessing the levels of pupils' work in English, mathematics and science.
  - Good reading records in the form of 'contact' books are kept, especially with younger pupils and provide valuable guidance to parents especially for those whose children travel to school by bus each day.
  - Other recording is not sufficiently detailed to inform future planning or give maximum support to teachers as they prepare the pupils' annual progress reports to parents.
  - Statutory requirements of reporting to parents are met. Appropriate consultation meetings are held each term for parents to discuss their children's progress. Staff make themselves available at other times when particular matters need to be discussed.
  - The annual reports to parents are good and provide sufficient relevant information to give parents an overall view of their children's achievements. Parents are also encouraged to respond to the report and agree long-term targets for pupils' future success. Comments about pupils' personal development are good.
  - The co-ordinator reads individual reports with each pupil in KS2 and encourages them to reflect on and comment about their achievements.

### **5.3 Curriculum**

The curriculum is satisfactory overall.

- The quality, breadth and balance of the curriculum are variable. They are very good in the early years and satisfactory in KS1 and KS2.
- The overall curriculum available to the early years' children is of very good quality and gives them a positive start to their school career. There is a very good emphasis on raising the levels of children's skills in language and communication and on developing their personal and social skills.
- Whole-school policies and have recently been revised and are in place for all subjects in the key stages. New schemes of work are currently being developed satisfactorily in all subjects, apart from music which is due for revision. These provide satisfactory guidance on continuity in pupils' learning and successfully promote the aims of the school, although some vary in the balance, presentation and accessibility. At present there is no clear strategy, such as the use of

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curricular maps, to inform planning to ensure all aspects of subjects are taught, particularly in the mixed aged classes.

- The quality of whole-school planning for the development of key skills is unsatisfactory with no rigorous strategies to ensure they are used effectively across the curriculum.
- Curriculum provision for pupils with SEN in mainstream classes is inclusive, effective and sensitive; all have good opportunities to experience the whole curriculum.
- There is a sound emphasis on the *Cwricwlwm Cymreig* in several subject areas, including singing a good range of Welsh songs in assemblies. The organisation and delivery of Welsh as a second language is effectively supported by the *Athrawes Fro*. Although there are exceptions, incidental Welsh does not always receive sufficiently high focus throughout the day.
- Although there is no recent music scheme of work, pupils receive very good musical experiences in singing from the part-time music teacher.
- The school has a clear policy for personal and social education which is being implemented successfully.
- The school has an appropriate health education policy. Sex education is taught effectively and sensitively through the teaching of science throughout the school, with appropriate discrete lessons given for older pupils KS2.
- Pupils have access to good quality literature in the library fiction collection and have regular opportunities to share and discuss books. The 'home-school links' contact book provides good support for these developing readers who receive good help at home. The planned support for pupils with SEN contributes well to their positive attitudes to reading. All pupils have equal opportunities to learn and achieve success.
- The curriculum is enhanced very well by a wide range of extra-curricular activities, which are well supported by pupils and enrich the quality of their experiences. Many good links have been established with the local and wider community to provide a variety of experiences outside school to broaden pupils' knowledge, including performing concerts, receiving visiting theatre groups and musicians; these support pupils' social and cultural development.

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

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

- Pupils work and play in a caring, supportive environment where they feel safe and secure. The headteacher and staff know pupils well and monitor effectively and support their academic progress, their social development and their personal well-being.
- The school places great importance on the personal and social education of pupils and an effective personal and social education programme is in place. Aspects of hygiene, health, personal and emotional well-being are incorporated into the programme and staff are skilled at delivering these topics with tact and sensitivity. Within the personal and social education programme, the introduction

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of 'circle time' has contributed significantly to the development of pupils' self esteem and confidence.

- The school is part of the *Health Promoting Schools Initiative*. The benefit to pupils and the enjoyment they experience from this initiative is evident in many aspects of school life.
- The school has adopted the policy of the County's School Education Department to guide practice in child protection issues. The headteacher recognises the need to further update training for staff in child protection issues to ensure they meet with the new *All Wales Child Protection Procedures*.
- The school has a helpful policy and set of procedures to promote health and safety, which are monitored and implemented by the headteacher and staff.
- Pupils are well supervised at break and lunch times. Teaching, support staff and midday supervisors make a valuable contribution to the care and welfare of pupils. The good play facilities that are available to pupils in the playground make a major contribution to enjoyment pupils experience during these breaks.
- The school's policy for equal opportunities is successful and high priority is given to the social inclusion of all pupils. The enjoyment and benefit that all pupils gain from the school's successful social inclusion policy is evident in all aspects of school life.

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## 5.5 Provision for Pupils with SEN

Good provision overall is made for pupils with SEN.

- A good policy has been drawn up to guide teachers throughout the school. Procedures conform to the national Code of Practice.
- Approximately 30 per cent of pupils in the school receive support through school action and action plus stages including four pupils who have formal statements. Overall, they make good progress which is reviewed regularly in appropriate ways.
- The deputy headteacher acts as the SENCO and takes meticulous care to discharge her duties. She has established her role in a very positive way and co-ordinates a strong team of learning support staff, including part-time special needs teacher and nursery nurses all of whom are enthusiastic and well motivated. They are well trained and knowledgeable about the ways in which they can help pupils improve.
- Good liaison takes place between the co-ordinator, class teachers and support staff to ensure that targets are pursued effectively. In all classes, there is a positive commitment by staff to support pupils with SEN and relationships between staff and pupils are very good. Pupils receive regular praise and encouragement which contributes successfully to their developing self-esteem.
- All pupils on the Code of Practice have clearly-written IEPs which set appropriate targets for achievement. These are mostly of good quality and guide teaching strategies and set clear targets that are well matched to pupil's individual learning needs. Pupils with statements of SEN have full access to the NC and they receive very good quality support and progress well. Plans are reviewed regularly and the school makes suitable efforts to involve parents in this.
- Extra help takes the form of withdrawal sessions and in-class support. Withdrawal arrangements are good and concentrate on literacy and numeracy and phonic work. Learning is reinforced, where necessary, by suitable tasks when pupils return to their class. A good feature is the way in which SEN pupils are well integrated and fully involved in all aspects of school life.
- The SENCO maintains a good overview of provision to ensure that pupils do not miss important aspects of the on-going work in their classes when receiving withdrawal support including use of the computers. In the best practice, teachers recap effectively for children on returning to their class.
- The school has well-established links with external support services from the local education authority and these contribute fully to the quality of pupils' learning. Regular visits are received from the designated governor, who takes a keen interest in the work and the quality of provision made by the school. Funding for pupils with SEN is effectively used and additional funding is provided from the main school budget. Parents are kept well informed of procedures and are invited to reviews of their children's progress.

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

The school's partnership with parents, community, schools and other institutions is good.

- Many parents express satisfaction with the school and are supportive of the values that the school promotes. A useful home/school agreement has been drawn up which has readily been accepted by most parents.
- Parents are kept well informed about the life and work of the school by regular newsletters, consultations with staff to discuss children's work and progress, and by an informative prospectus and annual report of the governing body.
- The school's active PTA makes a valuable contribution to the life and work of the school. The association organises many social and fund-raising events, which enhance links with the local community and provide the school with a valuable source of additional income. Funds raised are used purposefully to enhance learning resources for all pupils.
- A number of parents give freely of their time helping out throughout the school and accompanying pupils on educational visits. Their commitment is greatly valued by staff and they make a positive contribution to pupils' learning.
- The school enjoys successful pastoral and administrative links with the secondary school to which pupils transfer. Arrangements for the transfer of pupils are good and ensure that Year (Y) 6 pupils look forward to secondary school with confidence. Curriculum links are developing well, especially in mathematics, where bridging units that span Y6 and Y7 have been introduced. Regular liaison meetings, teacher exchanges between schools and a sharing of ideas help secure continuity of education for pupils.
- The school has established partnerships with several institutes of higher education and provides training facilities for student teachers and students undertaking vocational qualifications. Students from local secondary schools regularly undertake work experience placements at the school. Students are well supported by staff and they make a positive contribution to the life and work of the school.
- The school is valued by the community which it serves and enjoys good links within the local community. Good use is made of the community as a learning resource. Educational visits and the expertise of members of the local community make a positive contribution to pupils' standards of achievement in a number of curriculum areas.
- The school enjoys a successful partnership with the parish church. The clergy and 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 positive partnerships with parents, schools, the parish and the local community make a valuable contribution to pupils' learning, motivation and standards of achievement.

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## 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 now well established throughout the school and the valuable links with business, industry and commerce enrich work in many curriculum areas.
- The school has no formal policy for industry links but some effective strategies are in place to raise the economic and industrial understanding of pupils and to give them insight into the world of work.
- No teachers have undertaken a relevant industrial placement with a view to enhancing staff development and enriching curriculum provision for pupils.
- Through their visits to a number of industrial, retail and commercial sites within their locality and further afield, including supermarkets, shops, a post office, a furniture workshop and working farms, pupils are gaining first-hand knowledge of different working environments and an understanding of the variety of work undertaken in the area.
- Staff actively encourage personnel from a wide variety of professions and occupations to speak to pupils about their work. The contribution of personnel from the emergency services, together with health professionals has had a positive impact on pupils' learning.
- Pupils recognise the importance of agriculture in their rural community and they are keenly aware of environmental issues, including recycling. They have visited a working farm and understand some different methods of farming. Older pupils are aware of the contribution that tourism makes to the economic prosperity of Pembrokeshire.
- Pupils have been involved in the design and development of the external school environment. A good working partnership has been established with park rangers from Pembrokeshire National Park who have worked closely with pupils in the planting of trees and in the enhancement of the school grounds. Pupils have been involved in the production of furniture in partnership with the commercial Project School situated in Wiston. Staff, pupils and parents are justly proud of the attractive improvements that have been made.
- Older pupils have had the opportunity to engage in an exciting enterprise scheme, running the school's healthy eating tuck shop. This has given them good insight into the economic and industrial decision-making that is necessary to run a successful business. Pupils speak with enthusiasm about their business scheme, which is a highly successful and financially viable enterprise.
- Local business, industry and commerce view the school in a positive light and are supportive of the school. Sponsorship has been received from a number of local organisations, and businesses regularly assist the school in its fund-raising activities.
- The headteacher, staff and the governing body are committed to the continuing development of a positive partnership with industry. The links already established contribute significantly to pupils' motivation, learning and standards of achievement.

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## **6. MANAGEMENT**

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

The quality of self-evaluation and planning for improvement is generally satisfactory. Although there are some adequate procedures in place to enable the school to evaluate its own work and to plan for improvement, they are at present insufficiently developed or embedded into school practice to enable the school to have a clear direction for improvement.

- The school has an adequate self-assessment report which outlines briefly the progress the school is making in improving the quality of its education provision. It confirms that progress has been made in a significant number of curricular areas.
- There is a useful performance management policy and a self-evaluation document which state how the school intends to evaluate its effectiveness. The school has not yet implemented its performance management policy as it is waiting for the completion of the inspection to inform it of areas for development. The headteacher and some subject leaders have begun to undertake formal reviews of subject areas and monitor some lessons as part of their leadership role. However, the school has no clear strategy on how to use this information to improve provision effectively; good practice is not properly disseminated and followed evenly throughout the school.
- The school has carried out a number of significant improvements recently in response to its self-evaluation. These include introducing a healthy eating initiative, yard games and shared school rules, circle time and a new office for the secretary.
- The school's SDP indicates two main areas for improvement for the academic year. It does not, however, identify other important areas the school needs to develop such as assessment and short-term planning. It does not contain sufficient information or specific success criteria to enable a secure evaluation of targets set. There are no long-term targets identified to provide adequate direction for the school, or a review of previous targets.
- A potentially good initiative being trialled by the headteacher is through recording individual pupils' views about their performance on their end of year reports. However, no significant outcome has yet emerged from these observations to improve their performance.
- A careful analysis is made of NC and other tests to identify strengths and weaknesses, track pupils' progress and set targets for improvement in standards of achievement.
- All governors are allocated a curriculum area and visit the school frequently to observe their subject area. Outcomes of the self-evaluation programme are summarised by the headteacher and shared with the governing body on a termly basis.

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## **6.2 Leadership and Efficiency**

Management and efficiency are satisfactory overall; some areas are currently at an early stage of development.

- The quality of leadership is satisfactory overall. The best features of leadership are the ways the headteacher, staff and governing body create a happy, welcoming atmosphere and a safe environment for the children.
- The governing body has a profound interest in the school and its community and is highly supportive of the school. At present the governors' role in shaping the educational direction of the school is developing appropriately; they have overseen significant improvements to the school during the year and are well aware of its strengths and weaknesses.
- Key issues from the last inspection have been addressed with some needing further development.
- The school is making good use of the resources available to it at the present time. Funds available are being used appropriately to improve the quality of education provision; a significant surplus is being held back to fund a projected shortfall in income for 2004.
- Subject leaders are hard working and keen to develop their role, however their contribution to school leadership is at present underdeveloped. There is no clear management structure, such as a school management team, to provide sufficient direction, for example, to ensure consistency in planning and assessment in all subjects.
- The SDP includes appropriate reference to the cost and resource implications of the targets set. However, there are insufficient steps taken to evaluate the effects of major spending decisions to ensure best value for money.
- Day-to-day administration operates smoothly. The school secretary carries out her duties well and dinner money is paid directly to the canteen cook; all other day-to-day financial matters are dealt with appropriately by the headteacher with the advice of the County School Education Department financial support officer.

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

Staffing, accommodation and learning resources are satisfactory overall.

- Teachers are suitably qualified and provide the school with a wide spectrum of expertise and experience. Job descriptions are in place for all members of staff but there is no overall curriculum co-ordinator in post. Staffing is adequate for the number of pupils on roll, although classes are large throughout KS2.
- The training needs of teachers are identified through reviews with the headteacher and wherever possible they attend training to support their professional development. At present, teachers are receiving training in current initiatives, for example, New Opportunities Fund training to update their information technology skills. Teachers have sound knowledge and understanding of the subjects they teach and are confident in delivering them including the use of an interactive white board, which is particularly well used in Y5 and Y6.

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- The school has an induction policy, but although new staff are made very welcome, planning to support their immediate teaching is not sufficiently detailed to provide them with the level of support they require. However students receive good support.
  - Nursery nurses and learning support staff are well deployed and work closely with teachers to ensure that all pupils receive good support and help including those with SEN. A range of other adults and parents also provide good support on a regular basis. The implementation of positive behaviour management strategies contribute well to the calm and orderly atmosphere in classes whilst pupils' work.
  - The accommodation is satisfactory for the number of pupils on roll and the curriculum provided. The space available for teaching is generally well exploited although two classrooms in KS2 are small for the large numbers of pupils in them and inhibits the use of collaborative group work in subjects such as science.
  - Good use is made of the outside play surfaces; pupils appreciate the colourful murals, new seating and floor markings. The provision of equipment such as hoops, balls and skipping ropes enhances the quality of their play. Although reception children still do not have a separate fenced area, they are well supervised at all times and opportunities are created for them to participate in robust outdoor play activities including the use of large wheeled toys. Other green areas including the 'bank', raised beds, meadow and sensory gardens are well used by pupils when appropriate; they contribute significantly to pupils' environmental experiences.
  - A large hall provides suitable accommodation for concerts, assemblies, physical education, music and extra-curricular activities. Parents are regularly welcomed into school for class assemblies such as the beautiful 'Nativity Play' re-enacted by the reception children during the inspection.
  - Pupils have respect for the building; there is no vandalism or graffiti, however the cloakroom facilities along the main corridors present problems when pupils access their bags for lunch with many belongings strewn over the floor.
  - Standards of caretaking and cleaning are satisfactory. The school is experiencing difficulties in recruiting ancillary staff such as midday supervisors and they are currently without the services of a caretaker and permanent cleaning staff. All teachers are committed to ensuring these deficiencies do not hinder their pupils' education and willingly give up their valuable time during lunchtimes, for example to ensure that orderly procedures are maintained. Day-to-day administration is efficient. School meals are good and much appreciated by the children.
  - The school has a suitable range of learning resources that are satisfactory in both quality and quantity. They are generally used effectively although insufficient use is made of the non-fiction library, which does not have sufficient numbers of good quality books. There is inadequate storage in many areas of the school leading to an excess of 'clutter'. Pupils and staff are able to access most resources although this is more problematic in the two classrooms where there are large numbers of pupils for the space available.
  - Very good use is made of resources outside the school, two residential stays are offered to older pupils and all pupils have very good opportunities to visit places of interest. A range of visitors including the vicar and a variety of artists in residence support and enrich the curriculum.

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## **7. SUBJECTS AND AREAS OF LEARNING**

### **Standards achieved by pupils**

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

Educational provision for children under five is appropriate and successfully promotes the Desirable Outcomes for Children's Learning. Children in the reception class make good progress and achieve at least good standards in all areas of learning.

#### **Reception**

##### **Good features**

- The reception class teacher has high expectations for children's progress; she plans and structures a range of stimulating activities. The quality of teaching is good overall and planning is very good; this helps all children develop a wide range of skills in the six areas of learning. She receives appropriate support in the morning sessions from the NNEB. Baseline assessments carried out during the first few weeks in school together with careful observations ensure that the planned work successfully matches children's learning needs.
- The management and organisation of the class environment is generally well planned and children work, play and co-operate effectively. All children have equal access to all learning experiences and other resources including those with SEN. They receive good support.

##### **Language, literacy and communication skills are good**

- Good progress is made in their language literacy and communication skills. Most children speak clearly and with confidence - seen in their lovely performance of 'The Nativity' in front of their parents and the rest of the school. They communicate well with each other and adults. All children participate well in class and group discussions with their teacher and use a developing vocabulary with increasing fluency. Children listen attentively to stories and are beginning to ask relevant questions. They are polite, take turns and listen to what others have to say.
- Children enjoy books and handle them appropriately. As a result of well focused teaching all children know a range of letter sounds and understand that print carries meaning. They enjoy reading activities and by the time they are five, most have developed suitable word building skills and are able to read words and phrases independently. They are encouraged to take books home and their enjoyment and pleasure in reading are evident when they share books with adults.
- Children are aware of the purposes of writing and their skills develop from over and underwriting to writing words and simple sentences independently. They form their letters correctly and use pictures, symbols and familiar words to communicate meaning. They also make very good progress in this aspect.

##### **Personal and social development are very good**

- They make very good progress in their personal and social development. Children respond very well to new learning situations and show growing independence in tackling new activities. They have very good relationships with adults and treat each other and their environment with respect. They work effectively in small groups and

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co-operate well with each other. They love tidying up and show growing responsibility in caring for resources. Circle time activities support their social development very well and they are aware of the differences between right and wrong and are eager to do their best.

### **Mathematical development is good**

- There are regular opportunities and activities for children to explore everyday mathematical materials and use mathematical language in a number of contexts. They show good progress. Most children recognise and create patterns, compare, sort, match and sequence familiar objects well. They understand the purpose and use of money and recognise the value of most coins. Their recognition of number is good; they count forwards and backwards confidently to at least twenty and beyond. They begin to relate addition to combining two groups of objects and subtraction to 'taking away'. In sand and water play, children engage in enjoyable and stimulating activities, such as treasure hunts and use good vocabulary to describe the location of things they find.

### **Knowledge and understanding of the world is very good**

- Good opportunities are provided for extending their knowledge and understanding of the world including interesting activities in science. Children know that plants grow from seeds and are able to describe the different characteristics of the seasons. They are encouraged to talk about their environment and events that interest them, where they live and people who help them and find out about. They are very aware of past and present happenings in their own lives and in those of their families. They show very good awareness of the passing of time and the concept of change, especially those concerned with their daily life such as meal times and holidays. Progress is very good.
- Children respond well when incidental Welsh is used and know a growing range of commands and greetings. The *Cwricwlwm Cymreig* is well addressed through a series of well-planned visits and visitors from the community, which reinforce their knowledge and understanding of the world around them. They compare their life with that of a little girl in an Indian village and build a house with steps leading to the main room from a construction kit.

### **Physical development is very good**

- Children's physical development is very good. A range of well planned activities offer good challenges during physical education lessons and there are sufficient opportunities for children to develop large-scale movements such as climbing over, under through, around and between equipment. Children move confidently along benches showing stretched movements and perform competent sideways rolls as they move onto the floor. They have extremely good control over their bodies and the way they move; they twist and turn around at a variety of heights from high to low and in their balances on three parts of their body there they strive hard to extend and improve the different shapes. They demonstrate excellent spatial awareness when moving around the hall and playground and avoid collisions. They show good dexterity in the use of tools and also the mouse as they work on the computer. Most are able to locate, drag and drop items proficiently in matching, sorting and other activities.

### **Creative development is good**

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- Children’s creative development is good. They delight in singing together both in the class and in infant singing sessions. They memorise a wide repertoire of songs and hymns, including some in Welsh, which they sing confidently and melodically. Children love using paint and show growing confidence in choosing and combining colours; they are adept at producing a variety of brush strokes including dots and swirls. They make good progress in developing their manipulative skills and collage work shows good control over other tools such as scissors as they cut, glue and stick a wide range of different materials. In particular, they produce beautiful plastic clay snowmen with a great deal of detail to make them individual, such as hats, scarves and imaginative facial features. They have designed and made a variety of products for a specific purpose such as the finger puppets that were used in a puppet theatre to reflect the actions of the main characters and events in their nativity play.

### **Shortcomings**

- There are no major shortcomings although resources are just satisfactory with many in need of renewal; at present the role-play area and book corner are lacking in resources to enhance pupils’ imaginative and thinking skills.

### **English**

Standards of achievement in English in both key stages are good overall in KS1 and good in KS2. They make good progress in the development of their listening, reading and writing skills and satisfactory progress in their speaking skills.

### **Good features**

- Pupils throughout the school have well developed listening skills; they are attentive and interested whilst stories, poems and information texts are being shared. This enables good teaching to occur and helps pupils to learn more effectively. Their responses are appropriate and sometimes include extended oral answers.
- Pupils in KS1 have good knowledge of a range of different types of texts found in fiction and factual books, especially traditional tales and they know how books are organised. They are beginning to understand why authors use different features such as exclamation marks and words in large bold type, which supports their understanding.
- Pupils read good quality texts with understanding and accuracy; stories, such as a version of ‘Little Red Riding Hood’ are shared to consolidate a range of reading strategies. This ‘shared’ reading helps pupils to make good progress, they join in with good fluency and expression using different types of voices to match the characters being portrayed. Pupils are keen to answer questions and are well motivated and sustain good levels of concentration.
- Reading is taught through a variety of approaches that combine a knowledge of word sounds with recognition of whole words, this is also developed through regular ‘Popat’ sessions which helps pupils to tackle words that are unfamiliar to them. They use the picture cues to extend their knowledge of the facts and ideas presented in words
- All pupils in KS1 make a good progress in reading, in one-to-one discussions they express personal opinions about important events in their books and successfully

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predict outcomes. They have suitable awareness of the use of contents and indexes.

- Pupils demonstrate their ability to write in a range of forms, for example from writing about personal experiences in Y1 to letter writing, play scripts and retelling of stories in Y2. By the age of seven, pupils spell a range of familiar words successfully although their choice of vocabulary is secure rather than adventurous because at present the school is placing importance on correct spelling. The majority of pupils progress to independent writing by the age of seven; they know why punctuation is important and use capital letters and full stops in the correct places.
- In KS2, pupils continue to make appropriate progress in their speaking skills and where required give thoughtful answers that communicate their own ideas and experiences.
- Pupils read with increasing confidence, fluency and understanding; they enjoy reading a range of texts for both information and pleasure and can skim and scan texts to locate specific words or themes. In discussion, pupils show they have good recall of previous events and happenings.
- By the end of the key stage they infer and predict well and have good understanding of meanings that are not always obvious in the words alone.
- In discussions pupils express preferences about favourite authors and enjoy the pictures created in their imaginations to those found in film or video adaptations of current favourites such as 'Harry Potter' by Joanne Rowling. They have suitable understanding of the plot, character's motives and the events that bring any story to a successful ending.
- Pupils write in a range of forms and for different audiences; the strong link with history has enabled pupils to develop good empathetic writing of specific accounts such as life as a servant in the Victorian Era and most show good insight.
- In Y3, pupils understand the use persuasive language and reflect on feelings, dilemmas and issues raised in the story before writing from another character's perspective.
- As they progress through the school all pupils are encouraged to make some use of their initial planning to structure their stories. By the age of eleven, they establish setting, characters and main events and understand how to link these together to maintain the reader's interest. When they write at length, pupils organise their work using paragraphs to make it more readable; by the age of eleven, the majority of pupils in Y6 are able to sustain and develop their ideas in interesting ways.
- There is sound use of information technology in drafting and re-drafting pupils' written work; most pupils are able to compose straight onto the screen demonstrating good word processing skills. Knowledge about language is taught through 'grammar' exercises.
- Pupils' spelling and vocabulary are generally good for their age and ability. However their presentation of work is often untidy, but the quality of their work has improved since the last inspection. Achievement in writing is now good for the majority of pupils.

### **Shortcomings**

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- In KS1, although shared texts are used effectively to provide a range of writing for different purposes, such as personal accounts and thank you letters, a significant minority have not yet achieved sufficient independence and rely too heavily on commercial spelling books. At present their writing does not contain enough detail.
  - Pupils are not able to contribute to discussions, construct reasoned arguments or prepare contributions to debates; they have not developed reading aloud in drama sessions. Much of this is due to lack of opportunity to practise these oral skills.

## **Mathematics**

Standards of achievement in mathematics are good in both key stages.

### **Good features**

- Early in KS1, pupils can order numbers count coins up to 10p well.
- They can describe simple three-dimensional shapes, recognise repeating patterns and order numbers and can tell the time on the hour and measure the passage of time in hours. They measure length appropriately using non-standard measures such as spans.
- Older pupils in the key stage draw a block graph competently which show the number of brothers and sisters of class members. They use the information on the graph appropriately to ask or answer questions and interpret their findings.
- At the end of the KS1, pupils make good progress number in range of assorted mental tests.
- Early in KS2, pupils are able to subtract two-figure numbers accurately and can write hundreds as numbers. They add tens confidently and use the greater than and smaller than symbol with understanding.
- Pupils recognise the difference between odd and even numbers; they add a series of numbers, understand multiples and work well with simple fractions.
- Pupils in KS2 can measure length using standards measures such as centimetres, count money using the pound symbol and decimal point and solve money problems.
- They begin to collect, sort and organise information with increasing confidence.
- Pupils can classify common three and two-dimensional shapes by their properties; they recognise right angles and can compare their sizes and have a good idea of two-dimensional symmetry.
- Later in the key stage, pupils use a Carroll diagram effectively to handle data collated on their favourite drinks; they create a graph using an interactive white board which enables them to gain a good grasp of how a graph is constructed. They can read the co-ordinates well. They are able to answer questions posed by the teacher then create a similar graph to their own scale in their books.
- Older pupils in KS2 have a good mental facility involving halving and doubling two-figure numbers.
- They recall how to measure irregular areas using a grid by rounding off squares to one whole one if they are half or over full. They go on to measure rectangles in

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square centimetres and discover and understand well that area can be measured using a formula length by breadth.

- Pupils have a sound idea of a square centimetre as a standard measure of area. They consolidate their understanding correctly using a work sheet. Pupils investigate lines of symmetry in regular shapes, including triangles and hexagons.
- Older pupils have a clear understanding of the formula to calculate the area of rectangles and squares in square centimetres. Pupils understand quickly the concept of dissecting odd shapes into square rectangles to be able to calculate area.
- At the end of the key stage pupils use an interactive board with increasing confidence to match ratios to fraction shapes of red and white squares. They describe the difference between ratio and proportion and make appropriate and accurate calculations from them.
- By the end of KS2, a significant number of pupils are able to multiply a three-figure number by a two-figure number by using a long multiplication method.
- They have a good understanding of the equivalence of fractions, probability and constructing the angles of a triangle.
- Pupils in both key stages learn and recall their table facts well overall.

### **Shortcomings**

- There are no major shortcomings.

### **Science**

Standards of achievement in science are good in both key stages.

#### **Good features**

- In KS1, pupils learn through investigation that light can travel through some materials and not others. They experiment carefully with light from a torch shining through coloured transparent paper on to a white screen, and discover that it changes to the colour of the paper on passing through it. Pupils find they can vary the colour by doubling up the transparent paper. They know and can describe many sources of light which vary in colour and brightness. They observe and make comparisons between different sources of light and give reasoned explanations.
- Pupils develop their investigative skills well to find out if tall people can throw a beanbag further than shorter people and find that this is not generally the case.
- Pupils in this key stage are well aware we need food and water to survive and that a healthy diet is good for our bodies.
- They recognise clearly the need for safety with mains electricity and that most batteries are safer to handle. They make a simple circuit with a bulb, battery and wires. They go on to discover that two batteries joined in series make a light bulb shine brighter.

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- Early in KS2, pupils study teeth and label parts of the tooth. They carry out an investigation into the effect of a sugary drink on teeth by soaking an egg-shell in vinegar and realise that drinking too many sugary drinks has the same potential to harm teeth. They understand that an investigation has to be fair and use a control effectively.
  - Older pupils in KS2 know that living things carry out certain functions, for example, they grow, reproduce, expire and excrete. They work hard and methodically when they carry out an investigation into measuring pulse rate over time after exercise; they can describe the function of the heart and understand the importance of healthy living.
  - Pupils understand the functions of the skeleton and work collaboratively in pairs to make a list of relevant vocabulary such as bones joints. They complete some close procedure on information for bones.
  - At the end of KS2, pupils' link between ideas and information in science is sound and they can plan an investigation. By the end of the key stage, pupils know that micro-organisms are living things that grow, reproduce and require a food supply. They know well that there are three different types of organisms that are classified as micro-organisms such as fungi, bacteria and viruses. They know that micro-organisms can be helpful or harmful to human life.

### **Shortcomings**

- There are no major shortcomings.

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## Welsh second language

Standards of achievement in Welsh as a second language are good overall in both key stages.

### Good features

- In KS1, pupils sing a Christmas song about *Siôn Corn* with good intonation and pronunciation. They can locate the correct sentence from the song which translates from a single sentence given.
- They read as a class from a big book well and confidently with good overall understanding. They have a good recognition of Christmas words such as *cnau* and *saws mint*. They can express their likes and dislikes in the present tense. Many are able to extend sentences by giving reasons for their preferences.
- Pupils in KS1 stage write about Robin Goch saying he is happy and they have a good recall of weather words.
- Older pupils in KS1 recall and write an appropriate range of sentences including saying how many eyes they have and the food they like. Many have a good recall of a simple dialogue they learn in Welsh.
- In KS2, pupils use incidental Welsh in a natural way during registration which increases their fluency significantly.
- During the Welsh lesson given by the enthusiastic *athrawes fro*, pupils recall and learn well a range of Christmas foods in Welsh and can answer in a positive or a negative form, their likes and dislikes for Christmas foods. They are familiar with a Welsh menu and are adept at adding adjectives to describe to various food nouns.
- Pupils read a dialogue about Christmas and write sentences from it independently. They read Welsh well from a big book and sing songs using good pronunciation.
- Pupils write and learn a prayer, including feelings of happiness and sadness.
- Older pupils respond well to incidental Welsh during and following registration. They can converse appropriately, including some every day pleasantries and telling what they saw on television last night in the past tense.
- Pupils sing a song *Hwyl a Sbri* with good intonation and understanding. As a class, they make valiant attempts at translating Welsh songs. They recite the Christmas song very well with good dynamics from an overhead projector. The majority are eager and highly motivated to give a response to teacher questions. They become familiar with a typical Welsh menu including *cawl*. Pupils make up their own soups names using different vegetables.
- They write about the weather and months and seasons of the year, use prepositions appropriately and respond to basic commands.
- By the end of KS2, pupils engage everyday polite greetings well. They can say where they live and that the school is situated in Wiston. They can answer questions on their birthday and whether they have brothers or sisters or not. They

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can communicate their preferred games, hobbies and things they like or do not like. Their vocabulary is good, including colours and counting to a hundred.

- They can describe events in the past tense such as shopping, visit to the concert and what they had for breakfast. They can add simple numbers together and give the answer in Welsh.
- Pupils sing an appropriate range of Welsh songs well with good pronunciation, including the Welsh National Anthem.

### **Shortcomings**

- There are no major shortcomings.

### **Design and technology**

Standards of achievement in design and technology are satisfactory in both key stages.

#### **Good features**

- Pupils in KS1 develop appropriate skills in design and hand eye co-ordination through their work on a puppet project.
- Younger pupils in KS1 build steadily on their previous experience making finger puppets in the reception class to make hand puppets from socks. They consider if the designs are suitable before making them and they evaluate them appropriately on completion. They make steady progress in developing the skills of marking out, cutting, joining and assembling their materials.
- They have a sound understanding of how simple levers work when they make a marionette of a lady in Welsh costume with moving arms and legs using paper fasteners as a pivot.
- At the end of KS1, pupils plan systematically when they design puppets to perform a play about Goldilocks and the Three Bears. They consider appropriately any changes or improvements that need to be made to their final design
- They use the theme about the Teddy Bears Picnic to learn about food technology; they design sandwiches and gain a good understanding of simple hydraulics when they using a syringe to make pop-up flowers.
- Pupils construct models from a variety of construction kits and become increasingly dexterous in handling and putting together models.
- At the beginning of KS2, pupils design and make a purse to carry tuck shop money. They ask appropriate questions about size, type and sections needed and test different materials for suitability of purpose.
- Older pupils design effective mobiles and use a range of materials and tools to make products which meet the needs of the audience to which they are intended, such as a hospital children's ward. Pupils understand they may need to modify their products in order that they work appropriately.
- Pupils write to a local play school and Sunday school to gain their views on the type of wall hanging they would prefer. Pupils work to their design brief to plan

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their templates which they transfer to a large fabric. They work collaboratively and purposefully in groups using good cutting and gluing skills. They choose a wide variety of materials such as beads, felt, wool, silver foil cloths and felts. Their designs become well defined with some appropriate imagery and inventive designs developing.

### **Shortcomings**

- A significant number of pupils in KS1 have a limited understanding of modelling and testing.
- Pupils make insufficient use of ICT skills in KS2, in particular control and data handling.
- Overall, pupils generally do not provide sufficient detail in their designs to draw out the different elements or features that indicate how they might be made.

### **Information technology**

Standards of achievement in information technology are satisfactory in both key stages.

#### **Good features**

- Throughout the school pupils use computers appropriately for word-processing. Overall, their development of skills is progressive and becoming more suitable to their needs as learners and supporting other areas of the curriculum.
- Pupils use listening centres effectively in KS1 to support their reading progress; they use CD-ROMs appropriately to enhance their learning, particularly in literacy and numeracy.
- Pupils in this key stage use the computer appropriately to choose fonts, and occasionally use information technology effectively to create graphs.
- In both key stages, pupils are developing confidence when handling computers. They are able to enter information and communicate their ideas in different forms.
- Pupils in both key stages respond positively to opportunities to use the computer; they work hard to support each other in completing tasks.
- They become increasingly aware that the Internet can be used effectively for research. For example, they have found out useful and relevant information about other faiths for their work in religious education.
- Pupils become more confident at recording aspects of their work appropriately from a digital camera on to the computer.
- At the end of KS2, pupils have a good facility with using an interactive whiteboard to store and interpret information collected in mathematics and science investigations; they are able to produce good quality graphs which help them interpret their findings, for example with favourite foods.

#### **Shortcomings**

- In both key stages, although pupils make steady progress, a significant number are not yet sufficiently proficient across a wide range of contexts and applications; their use of word processing and graphic skills to improve their

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presentation of work across the curriculum is limited, particularly in the foundation subjects.

- Pupils make insufficient use of information technology, including the Internet, to access information specific to their enquiry, especially in the foundation subjects.
- Pupils in KS1 and KS2 seldom access any simulation programs in order to learn skills in using ICT based models and simulations to explore patterns and relationships and make simple predictions about the consequences of their decision making.
- Pupils' knowledge and experience of modelling work is underdeveloped.

## **History**

Standards of achievement in history are good in KS1 and satisfactory in KS2.

### **Good features**

- Throughout the school, pupils successfully learn to sequence events in an appropriate chronological order. They identify similarities and differences between past and present times and show good observational skills as they study real artefacts, paintings, pictures and other primary source evidence. Visits to places such as Scolton Manor, support their understanding of life in past times.
- In KS1, pupils appreciate differences between the past and the present in their work on homes, schools and toys of past societies such as 'The Victorians' and during their study of homes, for example, they understand the differences between now and then older and oldest. They use suitable vocabulary to describe events and artefacts such as fire screens, ladders and flat irons.
- They are developing an understanding of the passage of time through the use of timelines and have sequenced some of the major events in Queen Victoria's life. Relevant comparisons are made between their own daily existence with that of an orphan, which enable them to start to write in an empathetic manner about her plight. In order to enhance their understanding of past life within living memory, pupils dress in costumes of the time and express personal opinions about its style, comfort and suitability.
- Visits to Scolton Manor and Penrhos Cottage, encourage pupils to respond to what is seen, experienced and imagined so that all pupils are developing good evaluative and comparative skills. They are making good progress and achieving well
- All pupils in KS2 are also studying the 'Victorian Era'. In discussion, pupils confirm that they would not have liked to live at this period of time unless they were very wealthy. Pupils are aware of the different ways in which it is possible to find out about the past and recognise the value of evidence from artefacts, questionnaires, books, the Internet and landmarks. They participate in historical research from a variety of sources. For example, through their use of census records, they gain some relevant information of past life in areas like their own.
- The majority use study extracts from texts appropriately and younger pupils in the key stage also glean information from good quality stories. They understand the moral issues about child labour, through stories such as Charles Kingsley's 'The

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Water Babies'. They enjoy talking to adults about their discoveries, respond well to questions and display a satisfactory sense of enquiry.

- Pupils develop their literacy skills well within history lessons, for example, older pupils scan texts to locate and assimilate new facts to support their oral answers. They also use empathetic writing well to define what life might have been like then and are aware of the differences in education, and the lifestyles of the rich and poor people. They are becoming skilled at taking on a different point of view to help establish their understanding of the ways in which the past has helped shape the present.
- Pupils' knowledge and understanding are enhanced by the visits they make to museums and other sites of historical importance. These help ensure that pupils have a developing awareness of the historical nature of Wales.

### **Shortcomings**

- Although most pupils are developing a sense of enquiry, a significant number of pupils do not volunteer extended oral responses to questions which would indicate the level of knowledge and understanding gained previously nor ask opportune questions to further their own knowledge and understanding. Their knowledge of cause and consequence in history is limited.
- In the middle of the key stage, there are many instances when pupils do not record their work in a variety of ways and there is little evidence of writing which includes ideas or judgements. They have not identified common characteristics in several sources to help them develop their inferential skills.
- Where good quality texts and extracts are used, there are relatively few planned opportunities for pupils to use specialist vocabulary with confidence and develop their speaking skills. For example, pupils are not required to take part in high quality and well-focused discussions that require them to present both sides of an argument, such as the quality of transport now and then in terms of its impact on the environment.
- There is insufficient planned progression in the development of historical knowledge and understanding across the required NC programmes of study.

### **Geography**

Standards of achievement in geography are good in KS1 and satisfactory in KS2.

#### **Good features**

- Pupils have a broad knowledge of their locality. They are able to identify effective connections with other subjects such as science and history in both key stages.
- In all classes throughout the school good opportunities are taken to broaden pupils' knowledge of their own locality.
- The school is applying for the Pembrokeshire sustainable schools award and will focus on particular matters of importance to the pupils such as 'The Sea Empress' disaster and its impact on coastal areas leading to an understanding of the need for more renewable energy sources and global issues through the comparative study of a specific locality in Kenya.

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- All pupils are involved in the substantial improvements that have been made to their school grounds. They paint large colourful murals with the aid of an artist in residence, created a pond area and sensory garden and harvested potatoes in the raised beds specifically designed for growing crops. They develop good environmental awareness and the inter-relatedness and effect man has on his environment.
  - In KS1, pupils use maps and photographs to gain a better understanding of their locality. They recognise maps that identify different areas of their school and grounds and use a key successfully. This is developed into knowledge of the village and how atlases are used in location of places further afield within Wales.
  - All pupils realise the importance of knowing their own address and are aware of different occupations of people who work in the school and the natural and man-made amenities around them.
  - Pupils are required to give a personal response to features that make a place attractive and decide which is their favourite site in the school grounds. They give logical and reasoned explanations for their individual choices. They demonstrate good knowledge of the specific features that have recently been developed; for example they know that aspect and drainage are important factors in making the raised beds successful in growing plants.
  - Pupils' geographical skills are developing well in KS1, they are aware of directional terms, the importance of collecting data and of the need to look after their world. Teachers are good in raising pupils' environmental awareness of the necessity of recycling waste and other materials.
  - They express definite views about the ways they would like to improve their locality such as making the little park bigger to facilitate play activities, flat playground surfaces to minimise accidents and ramps for people with a disability.
  - Through their literacy work and stories pupils draw relevant differences between their own world and that of children in other countries. They make good progress.
  - Pupils in KS2 are encouraged to locate Great Britain and other countries as well as an understanding of how their locality is connected to other places. Younger pupils use simple grids and work with Ordnance Survey maps of Pembrokeshire to enable them to find places they have visited within the county that are important to them such as St David's and Haverfordwest.
  - Pupils have some understanding of the location of the village of Winston and how and why it developed in its specific place. They relate well to photographic evidence of the area and to the features recognised on field trips; for instance they are aware of the cause and effect of the recent events in farming communities.
  - Pupils use their numeracy skills to measure distances between actual landmarks around the village in order to build up a map drawn to scale. Pupils' skills in drawing maps linked to their immediate environment are developing in detail and complexity as they progress through the school.
  - They have a developing knowledge of land use and facilities around the area and collect and record specific data which enables them to identify where particular commodities might be found, such as the nearest big store selling furniture or

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stamps when the post office is closed. A settlement survey has informed them of the landscape, buildings and the use of transport.

- Older pupils focus on the tourist industry and are aware of the attractions of Pembrokeshire and understand the reasons why people want to visit the area.

### **Shortcomings**

- In KS2, there are still significant gaps in NC coverage. For example, there has been relatively little work featuring a country in the third world, as a contrasting environment, and pupils do not appreciate sufficiently the influences of climate, social and economic issues on its development and ultimately on the lifestyle of its people.
- Pupils' recording of their work is limited, lacks detail and shows insufficient progress.
- At present pupils do not extract and record sufficient evidence from a variety of available sources. There has been insufficient use of ICT to support pupils' work and upon the development of independent research and enquiry skills.

### **Art**

Standards of achievement, particularly in painting and collage, are good overall in both key stages.

#### **Good features**

- Pupils undertake a series of creative experiences including drawing, sketching, collage, printing and painting. They use pencils, pastel, chalk, charcoal and paint well, to produce a range of work. Work in art often begins by pupils exploring ways of mark making and is developed by the use of a variety of materials, tools and processes generally in two dimensions and on a variety of scales.
- Pupils' paintings often reflect pleasing images that indicate their observation skills are developing well. In their collage work, pupils explore textures appropriately and they make suitable choices of materials and cut, stick and join using a range of tools.
- Pupils respond practically and imaginatively to the work of others, especially whilst they work with an artist in residence, such as the vibrant and eye catching murals on outside walls. These enhance the quality of the environment in a particularly pleasing way.
- An attractive and colourful wall hanging, produced with the support of adults in the school community, make good backdrops for showing aspects of the pupils' locality and cultural heritage and also as a medium to show that their work is valued.
- Pupils in KS1 have a sound knowledge of the primary colours. They have experience of mixing and matching colours and this helps them capture similar shades and tones from the natural world; they print with a variety of materials such as leaves.
- Newly introduced sketchbooks enable the youngest pupils to record their skills development and use them effectively as starting points for further work including

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observational sketches. Study of the shape and design of shells has been developed appropriately into three dimensional string patterns.

- The *Cwricwlwm Cymreig* has been well addressed through the study of a range of Welsh artists. Pupils have studied the work of Joseph Herman and understand the use of his diaries in his paintings. They have created their own landscapes from his words and confidently use a variety of mediums such as charcoal, pastel and crayon to reflect elements identified in his original works. They show good skills in mixing and blending colours on the paper as work progresses and make relevant comments which identify aspects that relate to their own work.
- Pupils have also produced good work in the style of Matisse after analysing his use and placement of colour and linked their own work to a familiar storybook character, 'Elmer' the patchwork elephant.
- In KS2, pupils show a suitable awareness of the processes involved in developing work from one medium into another. They study the work of a range of famous artists and paint pictures from oral descriptions of the original - seen in their interpretations of 'The Sunflowers' by Van Gogh.
- Younger pupils in KS2, produce colour wheels reflecting a variety of shades of one colour before developing these into specific patterns that might be used as wallpaper. They show good progress in analysing pictures in terms of colour; their subsequent studies show good awareness of shade and tone which is then incorporated into their own work on portraits.
- They have investigated the shape and form of their own faces and are aware of the variety of tones that make up flesh. They know where to place specific features to make realistic images and mix paint and match tones confidently. They produce recognisable self-portraits and when producing the other half of commercially produced images achieve pleasing results.
- Older pupils have studied facets of the local environment such as trees for example; their sketches are incorporated into silhouette pictures and enhance their landscapes. These are finally realised in three-dimensional forms.
- Pupils make sound progress because of their positive attitudes to work. They enjoy working with a range of different media and show good investigative skills. They work hard, take pride in the tasks offered and try to improve. They are developing some independent work habits and enjoy experimenting.
- Pupils' behaviour is very good in art lessons and they show responsible attitudes to the safe use of tools such as scissors and brushes. Very few expect to get their work right first time and they show good determination and perseverance. They work successfully as individuals and share their tools and materials well in small groups.

### **Shortcomings**

- There are no major shortcomings, although pupils have not explored the art forms of a wide enough range of other cultures.

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## Music

Standards of achievement in music are good overall in both key stages and often very good in singing.

### Good features

- Younger pupils in KS1 sing the song 'Postman Pat' with good dynamics; they use breathing well to create sufficient volume without shouting.
- They recall songs from memory well and learn the Christmas Carol 'Jingle Bells' quickly.
- Pupils in KS1 listen to appropriate music by Schubert and give valid interpretations of mood, such as sleepy, relaxing and happy.
- Pupils' develop their singing well in KS2 where they make valiant efforts to take a big breathe to enable them to hold on to notes, especially at the end of lines. They pay close attention to the music teacher and are totally committed to doing their best.
- Pupils in this key stage communicate clearly their feelings of happiness and peace gained from the songs they sing.
- They are able to keep a steady beat by clapping, rubbing thighs and hitting the floor. They sing the Welsh calypso song *Aderyn Melyn* tunefully with great gusto, two-part harmony; they reach and sustain high and low notes well.
- A significant number of pupils in KS2 play a wide variety of tuned and untuned instruments; including percussion, woodwind, brass, and strings. There is a school orchestra in which they make appropriate progress in playing collaboratively together.
- Many pupils play recorders at varying levels of ability. A significant number can write music notation in the treble clef using three notes of the recorder; they learn AABA structures, for example, the Welsh tune, '*Ar hyd y nos*'. Pupils compose their own tunes in pairs on the recorder and perform them to their peers.
- The musical activities undertaken by pupils in both key stages contribute to the very good quality performances of singing and playing at family assemblies and in the small community church choir which rehearses at the school.

### Shortcomings

- There are no major shortcomings in the standard of pupils' achievement in music, although without an up to date scheme of work for music, all pupils do not learn music in a cohesive and structured way, for example, part practice in combined year sessions for recorders and orchestra result in a significant number of pupils being inactive for too long or not involved in the musical activity.

## Physical education

Standards of achievement are good in physical education in both key stages.

### Good features

- Early in KS1 pupils are articulate and agile and able to respond well to instructions. They follow quite complex dance routines, counting steps and movements carefully.

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They have a good awareness of space and work co-operatively in small groups. They respond well to the music and keep time sensibly. They are well aware of health and safety issues.

- Older pupils in the key stage are well aware of the importance of warming up and cooling down before and after physical activities. They are able to play a variety of circle games involving nursery rhymes and actions and show good co-ordination during activities.
- During physical activities, pupils in KS1 are sensible, move carefully and improve their movements; they communicate different moods in their dances and repeat simple patterns.
- Early in KS2, pupils demonstrate good co-ordination and rhythm when they perform Welsh folk dances. They move in time to the beat of the music and link well with their partners and the whole group.
- Later in the key stage, pupils are very effective and creative in responding to the mood of the music 'Oxygenic' by Jean-Michael Jarre, on the theme the haunted house. They use a variety of frightening expressions and move using spaces well when they imagine a door, advance and retreat from it. They creep into space, push the door open using hands, shoulders and backs. They create a surprise linked to the sequence by falling, rolling or staggering. They enact meeting ghostly figures well using high and low levels and create frequent freezing movements. They evaluate their performances very well.
- At the end of the key stage, pupils learn contrasting movements exploring height and speed. They introduce a variety of patterns by drawing patterns in the air and interpret these with whole body actions, for example, stretching, shrinking on the spot or moving smoothly. Pupils draw curved and straight movements in the air with their hands. They combine these effectively when moving around the hall.
- They evaluate each others efforts sensitively with a view to help and improve their sequences, speed and contrasts in height. There is a very good variety. They work co-operatively and safely in pairs in a wide variety of ways and demonstrate good finishing movements.

### **Shortcomings**

- There are no major shortcomings.

### **Religious education**

Religious education was not inspected as part of this report as St Aidan's is a Church in Wales voluntary aided school. The school's governors arranged for the subject to be inspected in accordance with Section 23 of the Education Act 1996.

## **8. SCHOOL IMPROVEMENT**

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

There were six key issues for action identified in the previous report.

The school needs to:

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1. maintain and build on its current strengths, including the satisfactory or better standards achieved in the vast majority of its work and the high quality of its care and concern for pupils and of its communal and musical life;  
*The school has many strengths and the standards achieved have improved overall; significant progress has been made in its communal and musical life.*
  2. review termly curricular plans linked to thematic studies to provide a clearer statement of learning objectives linked to NC requirements and focus more directly on these in classroom teaching;  
*Curricular plans have been reviewed satisfactorily, however, clear learning objectives to support teaching have not been addressed sufficiently.*
  3. within this process, give special attention to improving provision in design and technology and geography in KS2;  
*Provision in design and technology and geography has improved significantly.*
  4. provide more challenging written tasks for pupils in KS2 in science, history and geography;  
*This issue has been only partially addressed as writing as a key skill across the curriculum is judged as satisfactory.*
  5. make greater use of direct teaching of groups to consolidate and accelerate learning;  
*Direct teaching of groups has generally not been addressed satisfactorily in English and mathematics; in many classes, lack of space impedes progress in this area. This issue has been addressed satisfactorily in design and technology, particularly at the end of KS2.*
  6. in core subjects, set clear targets for overall attainment within the school and monitor and report pupils' achievement more systematically in relation to NC levels.  
*The school has made a sound start to monitor its teaching and learning in classes formally; systems are not yet developed sufficiently to recognise improvements needed in important areas, such as short-term planning, assessment and recording.*

## **8.2 Key Issues for Action**

The school needs to:

- improve standards in subjects where shortcomings have been identified;
- improve short-term planning of lessons in order to identify clear learning objectives;
- maintain an overview of the whole curriculum to inform planning to ensure that all the required elements are taught;
- develop a strategy for the whole-school planning for the development of key skills;
- improve assessment and recording procedures to raise standards effectively, particularly for the more able;

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- attend to those issues in the previous report which are not yet fully implemented;
  - establish clearer management and monitoring arrangements to enable subject leaders, senior management and governors to have a more strategic direction for the school.

## APPENDIX

### A. Basic Information About the School

Name of School	St Aidan's Voluntary Aided Primary School
School type	Voluntary Aided Primary
Age-range of pupils	4-11
Address of school	Wiston Haverfordwest Pembrokeshire
Post-Code	SA62 4PS
Telephone Number	01437 731449

Headteacher	Miss D Davies
Date of appointment	1 April 1993
Chair of Governors	Mrs J James
Registered Inspector	Mr P D W Edwards
Dates of inspection	3-5 December 2002

### 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	n/a	20	26	16	28	19	26	23	158

<i>Total number of teachers</i>			
	Full-Time	Part-Time	Full-Time Equivalent (fte)
Number of teachers	7	2	7.5

<i>Staffing Information</i>	
Pupil : Teacher (fte) Ratio	21:1
Average Class Size	26.3
Teacher (fte) : Class Ratio	1.25:1

<i>Percentage attendance for three complete terms prior to the inspection</i>				
	R	KS1	KS2	Whole school
Spring 2002	91.9	93.1	90.8	93
Summer 2002	90.4	94.2	89.0	90.8
Autumn	91.9	93.8	92.1	92.3

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

END OF KEY STAGE 1: 2002 (Compared with National Results for 2001)

National Curriculum Assessment KS1 Results: 2002			Number of Pupils in Y2: 27					
Percentage of Pupils at Each Level								
			D	W	1	2	3	4
ENGLISH:	Teacher Assessment	School	0	4	7	74	15	0
		National	0	4	13	62	21	0
ENGLISH: Reading	Teacher Assessment	School	0	4	7	70	19	0
		National	0	4	13	54	29	0
	Task/Test	School						
		National	1	3	13	53	30	
ENGLISH: Writing	Teacher Assessment	School	0	4	7	78	11	0
		National	0	5	13	70	12	0
	Task/Test	School						
		National	0	5	10	75	9	
ENGLISH: Speaking and Listening	Teacher Assessment	School	0	4	4	78	15	0
		National	0	3	11	63	23	0
MATHEMATICS	Teacher Assessment	School	0	4	0	63	33	0
		National	0	2	9	60	29	0
	Task/Test	School						
		National	0	2	6	56	36	
SCIENCE	Teacher Assessment	School	0	4	0	78	19	0
		National	0	2	10	67	21	0

### Percentage of Pupils Attaining at least Level 2 in Mathematics, Science and English (or Welsh as a First Language) according to Teacher Assessment

In the School:	89	In Wales:	81
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- D Pupils who have been disapplied from the statutory arrangements  
A Pupils who were absent from the tests/tasks  
W Pupils who are working towards Level 1

The majority of seven-year-old pupils are expected to attain Level 2.

National Curriculum Assessment KS2 Results: 2002 (Compared with National Results for 2001)			Number of Pupils in Y6: 19										
Percentage of Pupils at Each Level													
			D	A	N	B	W	1	2	3	4	5	6
English	Teacher Assessment	School	0	5	0		0	5	0	16	26	48	0
		National	0	0	1		0	1	6	19	48	25	0
	Test/Task	School	0	5	0	0			0	5	26	63	
		National	0	2	2	0			4	14	47	31	
Mathematics	Teacher Assessment	School	5	0	0		0	0	5	16	32	42	0
	National	0	0	1		0	1	4	19	47	28	0	

	nt												
	Test/Task	School	5	0	5	0			0	5	48	37	
		National	0	2	1	1			4	18	42	32	
Science	Teacher Assessment	School	5	0	0		0	0	0	5	48	42	0
		National	0	0	1		0	0	3	15	52	29	0
	Test/Task	School	0	5	0	0			0	5	53	37	0
		National	0	2	0	1			2	13	51	31	

**Percentage of Pupils Attaining at least Level 4 in Mathematics, Science and English (or Welsh as a First Language)**

by Teacher Assessment		by Test	
In the School:	85	In the School:	89
In Wales:	68	In Wales:	68

- D Pupils who have been disapplied under statutory arrangements from part or all of the National Curriculum  
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 who have not been 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

The majority of eleven-year-old pupils are expected to attain Level 4.

## D. The Evidence Base of the Inspection

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

- Pre-inspection meetings were held with the headteacher, staff and governing body.
- Fifteen parents attended a meeting with two members of the inspection team.
- Fifty-one questionnaire responses were analysed and summarised.
- All documentation submitted by the school was analysed and discussed, including the SDP, policy and curriculum documents and teachers' planning files.
- Pupils were observed as they arrived and departed from school and during the midday and other breaks.
- At various times during the day, inspectors took the opportunity to talk to pupils and to discuss their work.
- Sixty-eight lessons or part-lessons were observed.
- Pupils were heard reading and were examined in their knowledge and understanding of English, mathematics, science and other subjects.
- A wide range of pupils' written and other work was examined in each class.
- Inspectors discussed pupils' work with class teachers and examined assessment records.
- Discussions were also held with the headteacher, curriculum co-ordinators and other staff.

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- The work of pupils with SEN was examined, including those in the SEN units.
  - Minutes of meetings and documents relating to the financial management of the school were discussed.
  - Budget figures were examined and discussed with the headteacher.
  - Attendance and pupil records were inspected.
  - Inspectors attended acts of collective worship.

## E. Composition and Responsibilities of the Inspection Team

<b>Inspector</b>	<b>Type</b>	<b>Aspect Responsibilities</b>	<b>Subject Responsibilities</b>
Mr Phillip Edwards	Rgl	Context Main findings of the report Standards achieved in subjects and areas of learning Standards achieved in key skills across the curriculum Spiritual, moral, social and cultural development Teaching Curriculum Quality of self-evaluation and planning for improvement Leadership and efficiency Progress since the last inspection Key issues	Welsh mathematics science design and technology information technology music physical education
Mrs Gillian Phillips	Team	Provision for pupils with SEN Assessment, recording and reporting Staffing, accommodation and learning resources Key issues	children under five English history geography art
Mrs Janet Warr	Lay	Behaviour and attitudes Attendance Support, guidance and pupils' welfare Partnership with parents and community, schools and other institutions Partnership with industry Key issues	

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