

**Inspection under Section 28 of the  
Education Act 2005**

**A Report on the Quality of Education in**

**St Oswald's Church in Wales Voluntary Aided  
Primary School  
Jeffreyston  
Pembrokeshire  
SA68 0SP**

**School Number: 6683321**

**Date of Inspection: 08/06/09**

**by**

**Dorothy Morris  
16211**

**Date of Publication: 10/08/09**

**Under Estyn contract number: 1122908**

**© Queens Printer and Controller of HMSO 2009: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The copyright in the material must be acknowledged as aforementioned and the title of the report specified.**

Copies of this report are available from the school. Under the Education Act 2005, the school must provide copies of the report free of charge to certain categories of people. A charge not exceeding the cost of reproduction may be made to others requesting a copy of the report.

St Oswald's Voluntary Aided Church in Wales Primary School was inspected as part of a national programme of school inspection. The purpose of inspection is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents information about the performance of their child's school.

The inspection of St Oswald's Voluntary Aided Church in Wales Primary School took place between 08/06/09 and 10/06/09. An independent team of inspectors, led by Dorothy Morris undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

For **all** inspections, there is a written report on seven key questions.

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

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

For **full** inspections, there are also reports on all subjects.

**Estyn decides the kind of inspection that a school receives, mainly on the basis of its past performance. Most schools receive a standard inspection. All nursery schools, special schools, pupil referral units and any new or amalgamated schools receive a full inspection.**

This school received a **standard** inspection.

## Year groups and key stages

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

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

Primary phase:

Year	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The National Curriculum covers four key stages as follows:

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

<b>Contents</b>	<b>Page</b>
<b>Context</b>	1
<b>Summary</b>	2
<b>Recommendations</b>	8
<b>Standards</b>	9
Key Question 1: How well do learners achieve?	9
<b>The quality of education and training</b>	12
Key Question 2: How effective are teaching, training and assessment?	12
Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?	14
Key Question 4: How well are learners cared for, guided and supported?	17
<b>Leadership and management</b>	19
Key Question 5: How effective are leadership and strategic management?	19
Key Question 6: How well do leaders and managers evaluate and improve quality and standards?	21
Key Question 7: How efficient are leaders and managers in using resources?	22
<b>Standards achieved in subjects and areas of learning</b>	24
Mathematics	24
Science	25
Welsh second language	26
Design technology	27
Geography	28
Physical education	30
<b>School's response to the inspection</b>	31
<b>Appendices</b>	32
1 Basic information about the school	32
2 School data and indicators	32
3 National Curriculum assessments results	33
4 Evidence base of the inspection	34
5 Composition and responsibilities of the inspection team	35

## **Context**

### **The nature of the provider**

1. St Oswald's Voluntary Aided Primary School caters for pupils aged three to eleven years old and is located near the rural village of Jeffreyton, some four miles from the town of Tenby. It is maintained by Pembrokeshire Unitary Authority (UA). There are 115 pupils on roll, most of whom come from the village itself and the immediate area. Numbers on roll have increased a little over recent years.
2. The school considers its catchment to be neither economically nor socially disadvantaged. A little under three per cent of pupils are entitled to free school meals; this percentage is significantly below the UA and national averages.
3. Ninety eight per cent of pupils come from mainly English speaking backgrounds and learn Welsh as a second language. Two pupils receive support in English as an additional language and there are two 'looked after children'. A very few pupils are of a minority ethnic group.
4. Pupils attending the school represent the full range of ability. Twenty-seven pupils (24%) are designated as having special educational needs (SEN), including one who has a statement of SEN. This percentage is above both local and national averages.
5. In 2008 the school was awarded the Basic Skills' Quality Mark for the third time and completed phase four of the Healthy Schools Project. At the beginning of 2009, the school also achieved 'I CAN Early Talk' accreditation (level 2) for providing enhanced support to develop pupils' communication skills.
6. As the school is a voluntary aided school, an inspector appointed by the Church undertook a separate inspection of religious education, collective worship, and pupils' spiritual and moral development.
7. The school was last inspected in July 2003. Since then, it has moved into a new purpose-built building on a large site, which provides a range of excellent indoor and outdoor learning facilities. There have also been changes in staffing during this period. The headteacher has been in post since September 2001.

### **The school's priorities and targets**

8. The school's main aim is to serve its community by providing an education of the highest quality within the context of Christian belief and practice.

9. The school's priorities and targets for 2008-09 include to:
- raise standards in Welsh;
  - develop pupils' 'thinking skills';
  - continue to encourage bilingualism across the school;
  - develop assessment for learning strategies;
  - work towards the Sustainable Schools Award;
  - achieve the Quality Mark for Inclusion; and
  - continue to develop the foundation phase.

## Summary

10. This is a good school. The quality of leadership and management, and the standard of care and support for pupils are particular strengths and include outstanding features. Since the last inspection, the school has maintained the good standards and raised standards further in a few subjects. It has also succeeded in improving the quality of provision in many areas of learning.

### Table of grades awarded

11. The inspection team judged the work of the school as follows:

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

12. The self-evaluation report produced by the school before the inspection is a comprehensive document, identifying the strengths and areas where improvements are needed. The inspection team agreed with the school's judgements in all seven key questions.

### Standards

13. In the subjects inspected, pupils' standards of achievements are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
16%	84%	0%	0%	0%

14. Overall, these figures are an improvement on the findings of the previous inspection. They are also well above the national findings published in Her Majesty's Chief Inspector's (HMCI) latest Annual Report for 2007-2008, which

states that standards in primary schools in Wales are Grade 1 or 2 in 84% of lessons, of which 12% are Grade 1.

### Grades for standards in the subjects inspected

15. In key stages 1 and 2, pupils' standards of achievement in the subjects inspected are as follows:

<b>Subject</b>	<b>Key Stage 1</b>	<b>Key Stage 2</b>
Mathematics	Grade 2	Grade 2
Science	Grade 1	Grade 1
Welsh second language	Grade 2	Grade 2
Design technology	Grade 2	Grade 2
Geography	Grade 2	Grade 2
Physical education	Grade 2	Grade 2

16. Overall, the education provided by the school effectively meets the range of pupils' needs. Most pupils, including those with SEN, make consistent progress in gaining new skills, knowledge and understanding and achieve the agreed learning targets and goals.
17. In the national curriculum (NC) teacher assessment tasks in 2008, pupils' attainments in key stage 1 and key stage 2 were above the county and national averages in English, mathematics and science. When compared with similar schools across Wales, on the basis of entitlement to free school meals, their attainments place the school in the upper 50% in key stage 1 and the upper 25% in key stage 2. NC assessments indicate some variations between the performance of boys and girls in both key stages, but no clear pattern emerges. A study of school data indicates that pupils make good progress in moving on to the next stage of learning.
18. The quality of the educational provision for the under-fives is appropriate to their needs and children make very good progress towards the foundation phase outcomes.
19. Children under five make very good progress in acquiring thinking, communication, numeracy and information communications technology (ICT) skills. They also make good progress in developing their bilingual skills and use Welsh words and phrases during their daily activities. They settle well into school routines and engage enthusiastically in a range of activities.
20. In key stages 1 and 2 pupils' progress and standards in key skills across the curriculum are good. Most use their thinking, communication, number, and ICT skills effectively in their work. They also develop their creative skills well in subjects such as art, music and physical education. Nevertheless, pupils do not extend their skills progressively as they move through the key stages.
21. Good features outweigh shortcomings in progress and standards in bilingual competence. Across the school, although pupils communicate readily and highly effectively in English, their progress in Welsh is more uneven. In key

stage 1 they understand and make increasing use of their basic Welsh vocabulary in different situations. In key stage 2 they develop their speaking skills, but many lack confidence and a sufficient grasp of language patterns and vocabulary to communicate in informal situations. This has been identified appropriately by the school as an area for further development.

22. Pupils have a good awareness of the Cwricwlwm Cymreig as demonstrated in their work in subjects such as language and history. Through their studies across the curriculum they also demonstrate a good awareness of the social and cultural traditions of other countries. They have a good understanding of the importance of treating everyone equally, fairly and without discrimination.
23. Pupils understand the purpose of targets and are aware of their personal targets for improvement. In the best practice, they can discuss well the particular strengths and weaknesses in their work. In general, however, their ability to understand what they need to do to improve their own learning is at an early stage of development. This aspect is identified appropriately for attention in the school development plan.
24. Pupils' behaviour is good with outstanding features. They respond positively to the good behaviour management strategies adopted by the school and are polite, courteous and considerate.
25. Pupils' attitudes towards learning are very good and contribute significantly to the standards achieved and the quality of life in the school.
26. Attendance rates for the past three terms average 93.2%, which is broadly in line with the national level for pupils of primary school age, but below the figures for schools that have a similar number entitled to receive free school meals. The rates for the school are usually higher, averaging around 94%. Most pupils are punctual and keen to attend school, but despite the best efforts of the school a few regularly arrive late for the start of the school day.
27. Pupils make very good progress in their personal, social, moral and wider development. The very good relationships with staff underpin this development and pupils feel confident in expressing themselves because they know staff value their views. Through the curriculum, collective worship, circle time and school council activities, for example, they develop a secure set of moral and social values.
28. Pupils are well prepared for effective participation in the life and work of the local community and they make good use of the area as a learning resource. The school works in close partnership with the residents and pupils support a range of initiatives and activities. Pupils have a good awareness of the world of work.

## The quality of education and training

### Grades for teaching

29. In the lessons inspected, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
16%	84%	0%	0%	0%

30. Overall, the above figures are an improvement from the last inspection and are well above the national findings reported in HMCI's Annual Report for 2007-8, which states that the quality of teaching in the primary schools in Wales is Grade 1 or 2 in 83% of lessons of which 16% are Grade 1.
31. The outstanding features of the teaching observed include excellent teacher/pupil interaction, the provision of challenging tasks and highly effective use of links across the subjects to make learning meaningful to pupils.
32. Throughout the school the good features of teaching include good planning and preparation, thorough teaching of basic skills and good opportunities for pupils to work individually, in pairs or in groups. There is very effective use of support staff in working with pupils in all classes.
33. In the best practice teachers' planning caters very effectively for the differing learning needs of pupils building on prior learning. In a few of the foundation subjects, however, aspects of the work do not offer pupils sufficient challenge to extend their learning consistently as they move through the key stages.
34. There are good features in the assessment, recording and reporting of pupils' progress. Teachers assess pupils' achievements and progress accurately and regularly and use the information well overall to inform future planning, to address any areas of concern and to organise additional support for pupils.
35. The school provides a broad, rich curriculum that includes all the statutory requirements. There is a strong focus on developing basic literacy and mathematical skills and pupils achieve well in these aspects. Planning for the development of key skills is more uneven and does not always allow for their progressive development across the key stages.
36. Good features outweigh shortcomings in the provision to promote pupils' bilingual competence. While there are examples of effective practice, this aspect remains an area for further development across the school especially in relation to developing pupils' bilingual competence in informal situations during the day, whole school activities and displays.
37. There are very good features to the wide range of extra-curricular activities provided for pupils. They include a gardening club and a range of music and sport activities. There is particularly good use of visitors to the school, which include storytellers, musicians, sports personnel and members of the caring services. A variety of visits, in and beyond the immediate locality, particularly in relation to work in history and science, complement and enrich the curriculum.

38. There is strong emphasis on all aspects of health education and the promotion of a healthier lifestyle permeates the curriculum and is evident in daily routines.
39. The range of learning and curricular experiences successfully promotes pupils' moral, social and cultural development. The school's ethos focuses effectively on promoting caring values and important moral messages are reinforced consistently during the school day.
40. There are good opportunities for pupils to work together in a range of educational and social activities. Through the school council, managing the fruit shop and acting as monitors, pupils have an opportunity to take on responsibilities.
41. There is good emphasis on developing pupils' knowledge of the culture and heritage of Wales through the Cwricwlwm Cymreig and studies across the curriculum.
42. The school's partnerships with parents, the parish, the local community, other schools and higher education institutions are highly successful and have outstanding features that enrich the life and work of the school and enhance pupils' learning experiences.
43. The quality of pastoral care, support and guidance offered to pupils is good with outstanding features. This is a school which gives very good attention to pupils' well-being; its child protection policy and procedures meet statutory requirements and all staff are aware of the guidance. Policies and procedures relating to health and safety, including fire prevention and first aid, are also implemented appropriately. Risk assessments are undertaken in relation to school visits and activities.
44. There are outstanding features in the provision for pupils with a range of additional learning needs. Planning and procedures meet the requirements of the Code of Practice. There is extensive investment in support structures, resources and programmes to assist pupils with SEN with their learning and development. Teachers and other experienced staff offer pupils very good support.

### **Leadership and management**

45. The headteacher offers the school strong leadership and is highly committed to the success of the school. The partnership with the governing body (GB) is highly effective in setting the school's strategic direction, monitoring provision and managing resources. This is an outstanding feature.
46. The school is well served by hard working and conscientious staff that share a common purpose to promote the personal and educational development of their pupils.
47. The GB is very supportive of the school and makes an exceptional contribution to its life and work. Members give a high priority to their own professional

development and plan and organise a highly effective training programme to meet their needs. Experienced governors are involved in audits of provision and undertake their monitoring role very effectively.

48. The school development plan (SDP) sets out the school's priorities and is informed by a wide range of evidence identifying the school's needs. There is good progress in addressing the main priorities to take the school forward. For example, the investment in additional ICT resources has contributed well to raising standards in pupils' work.
49. There is good attention to evaluating the quality of provision and standards of achievement. Clear strategies and procedures provide the staff and GB with accurate information, which is used well to improve teaching and learning, particularly in the core subjects. The monitoring of progress and provision in a few of the foundation subjects is less well developed.
50. The school has made good progress in addressing the key issues arising from the last inspection. Standards have improved in Welsh second language and ICT, strategies for marking and commenting on children's work have been developed, additional resources have been acquired and the content of the prospectus fulfils statutory requirements.
51. There are outstanding features in the management and use of resources. There is a good complement of suitably qualified and experienced teachers and support staff to carry out the work of the school. There is very good investment in resources and equipment which supports teaching and learning well. The building and the site provide excellent amenities which are used very effectively. The headteacher, the GB and the UA review and monitor expenditure regularly, enabling the school to provide very good value for money.

## Recommendations

In order to improve provision further, the staff and GB need to:

- R1. build on the good standards across all subjects;\*
- R2. develop pupils' key skills, including their bilingual competence\*, progressively across the school.
- R3. strengthen curriculum planning and monitoring to promote better continuity and progression in pupils' learning in the foundation subjects; and
- R4. extend pupils' involvement in planning and assessing their own learning.\*

*\* These issues have been identified for attention in the SDP.*

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

## Standards

### Key Question 1: How well do learners achieve?

#### Grade 2: Good features and no important shortcomings

52. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
53. In 2008 pupils' attainments in the NC teacher assessments in key stage 1 were above the county and national averages in English, mathematics and science. The percentage of pupils attaining the higher level 3 was above the national averages in English and science, but a little below in mathematics. When compared with similar schools across Wales, on the basis of entitlement to free school meals, pupils' attainments were in the upper 25% in science, the upper 50% in English and the lower 50% in mathematics. In the previous two years, pupils' attainments in mathematics were in the upper 25% of similar schools. The school's overall results place it in the upper 50% of similar schools. Over a three-year period, overall results have been consistently above county and national averages. When compared with similar schools across Wales, there is consistent improvement.
54. In 2008 pupils' attainments in NC teacher assessments in key stage 2 were above the county and national averages in English, mathematics and science. The percentage of pupils attaining the higher level 5 was significantly above the national averages in all core subjects. When compared with similar schools across Wales, on the basis of entitlement to free school meals, pupils' attainments were in the upper 25% in all core subjects. The school's results overall place it in the upper 25% of similar schools and show a further improvement on the previous year's outcomes.
55. The school is successful in meeting its end of key stage targets. Teacher assessments indicate some variations between the performance of boys and girls in both key stages, but no clear pattern of underachievement emerges. A study of school data indicates that pupils make good progress in moving to the next stage of learning. This is evidenced, for example, in the outcomes of on-going assessment of pupils' language and mathematical development. An analysis of NC assessment data shows that the percentage of Year 6 (Y6) pupils achieving levels 4/5 shows good progress when compared with their attainments when in Y2.
56. In the subjects inspected, pupils' standards of achievements are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
16%	84%	0%	0%	0%

57. Overall, these figures are an improvement on the findings of the previous inspection. They are also well above the national findings published HMCI's

latest Annual Report for 2007-2008, which states that standards in primary schools in Wales are Grade 1 or 2 in 84% of lessons, of which 12% are Grade 1.

58. Pupils, including those with SEN and English as an additional language, make good progress in gaining new skills, knowledge and understanding and achieve the agreed targets and goals. Pupils make good progress towards fulfilling their potential regardless of their social, ethnic or linguistic background. Baseline assessments and school data indicate that most children's attainment on entry is good.
59. The quality of the educational provision for the under-fives is appropriate to their needs and children make very good progress towards the foundation phase outcomes. Children settle well into school routines and apply their learning skills effectively and confidently in their work.

### **Grades for standards in subjects inspected in key stage 1 and key stage 2**

60. Pupils' standards of achievement in the subjects inspected are as follows:

<b>Subject</b>	<b>Key Stage 1</b>	<b>Key Stage 2</b>
Mathematics	Grade 2	Grade 2
Science	Grade 1	Grade 1
Welsh second language	Grade 2	Grade 2
Design Technology	Grade 2	Grade 2
Geography	Grade 2	Grade 2
Physical education	Grade 2	Grade 2

61. Children under-five make very good progress. They achieve good standards in using thinking, communication, numeracy and ICT skills across the areas of learning. There are outstanding features in the development of their personal, social and learning skills.
62. In both key stages pupils' progress and standards in using thinking, communication, number and ICT skills across the curriculum are good. Nevertheless, pupils do not extend their skills progressively across the key stages.
63. In both key stages most pupils' listening and speaking skills are very good. They listen carefully to adults and to other pupils' contributions. Most speak clearly and confidently using an extended vocabulary with good understanding. They use their reading skills well to gather information from different sources and they write for different purposes across the curriculum. Standards are good but examples of extended writing across the curriculum are more limited.
64. In both key stages pupils use their number skills accurately in tasks across the curriculum and they increasingly apply their thinking and problem solving strategies to good effect. They use ICT skills confidently to research, present and share information. Their creative skills are also good and they use these effectively in subjects such as art and design, and music.

65. Good features outweigh shortcomings in bilingual skills and competence. Across the school, although pupils communicate readily and highly effectively in English their progress in Welsh is more uneven. In the under-fives class and key stage 1, their skills develop appropriately. In key stage 2 they continue to develop their speaking skills, but many, particularly the older ones, lack confidence and a sufficient grasp of vocabulary to use Welsh in informal situations.
66. Through their studies in subjects, such as language, history, and art and design, pupils' knowledge and understanding of the Cwricwlwm Cymreig is good. They also display a growing respect for the diversity of beliefs, attitudes and cultural traditions within society today.
67. Pupils understand the purpose of targets and are aware of their personal targets for improvement. In the best practice, they can discuss well the particular strengths and weaknesses in their work. In general, however, their ability to understand what they need to do to improve their own learning is at an early stage of development.
68. Pupils' behaviour and their attitudes towards learning are outstanding features of the school and contribute significantly to the standards achieved and the quality of life in the school. They develop into independent, responsible and mature individuals who show respect and consideration for all involved in the school community.
69. Pupils are interested in their work and are keen to please their teachers. They sustain concentration and persevere well with their tasks. They take delight in their achievements and in those of their peers.
70. Children under five learn well how to work independently and with others. They are confident and eager to explore new learning situations and enjoy making their own choices and decisions. Older pupils develop the capacity to work independently and collaborate well when working in pairs and small groups.
71. Attendance rates for the past three terms average 93.2%, which is broadly in line with the national level for pupils of primary school age, but below the figure for schools that have a similar number entitled to receive free school meals. The rates for the school are usually higher, averaging around 94%, but the percentage was lowered by an outbreak of influenza that affected a significant number of pupils during the spring term. Most pupils are punctual and keen to attend school, but despite the best efforts of the school, a few regularly arrive late for the start of the school day.
72. Pupils make very good progress in their personal, social, moral and wider development. The very good relationships with staff underpin this development and pupils feel confident in expressing themselves because they know staff value their views. The personal and social education (PSE) programme and the supportive ethos of the school provide a secure set of values. Pupils are tolerant, open-minded and honest in their dealings with adults and with each other. They demonstrate a very good understanding of the importance of treating everyone equally, fairly and without discrimination.

73. Pupils are well prepared for effective participation in the life and work of the local community and they make good use of the area as a learning resource. The school works in close partnership with residents and pupils support a range of community initiatives and activities.
74. Pupils have a good awareness of the world of work and their enterprise skills develop well through their business enterprises, which include designing, making, marketing and selling a range of goods for a profit. In addition, they use their problem solving and decision making skills well in group activities across the curriculum and through participating as members of the school council.

### **The quality of education and training**

#### **Key Question 2: How effective are teaching, training and assessment?**

#### **Grade 2: Good features and no important shortcomings**

75. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
76. In the lessons inspected, the quality of teaching was judged as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
16%	84%	0%	0%	0%

77. Overall, the above figures are an improvement from the last inspection and are well above the national findings reported in HMCI's Annual Report for 2007-8, which states that the quality of teaching in the primary schools in Wales is Grade 1 or 2 in 83% of lessons of which 16% are Grade 1.
78. Examples of good teaching were seen in all classes and the overall quality of teaching is a strength, and a very important element in the progress pupils make and the standards that are achieved.
79. In the lessons judged to be Grade 1 the outstanding features in the teaching include very high expectations of all pupils, challenging tasks, excellent teacher/pupil interaction, skilful management of group activities and highly effective use of links across the subjects to make learning meaningful to pupils.
80. In lessons judged to be Grade 2 the good features include the sharing of lesson objectives with pupils, effective planning and preparation, clear exposition of lesson content, a brisk pace, productive use of group work and good use of plenary sessions to revisit learning objectives and consolidate learning.
81. Throughout the school, there are very good working relationships between teachers, support staff and pupils. All staff treat pupils equally, irrespective of their gender, race or ability.

82. Teachers have a good knowledge of the subjects they teach and through regular staff development initiatives they are familiar with the latest developments in the field of primary education. For example, in the under-fives class they successfully implement the principles of the foundation phase.
83. Lessons are for the most part well planned. They include clear learning objectives and are well structured and organised with good use of a variety of teaching strategies and relevant resources. In the best practice teachers cater well for the differing learning needs of their pupils building on prior learning. In a few of the foundation subjects, however, aspects of the work do not offer pupils sufficient challenge to extend their learning consistently as they move through the key stages.
84. Teachers across the school demonstrate positive attitudes towards the Welsh language. In the best practice there is effective provision to develop pupils' bilingual skills, but planning for the progressive development of these skills and opportunities for them to use the Welsh language outside formal Welsh lessons are more limited.
85. When working alongside teachers, classroom assistants make a very good contribution to the quality of learning. In the under-fives class and in key stage 1, for example, they use their skills well to lead and support group activities across the areas of learning. The SEN support staff work very effectively with small groups of pupils within the classroom, as well as supporting individuals and pairs who need additional encouragement.
86. Overall, the quality of assessment, recording and reporting is good. A revised policy is in place, which provides clear guidance and support for procedures in these areas. Assessment outcomes and evaluations of the learning experiences for the most part inform further planning in an effective manner.
87. The school meets statutory requirements in assessing and recording pupils' progress and achievements. Baseline assessment is carried out with the under-fives in accordance with the UA's programme. The data is collected and analysed and outcomes are used to identify needs and to inform teachers' planning. Teachers and support staff regularly undertake ongoing observations across the seven areas of learning.
88. In both key stages good use is made of standardised tests in English and mathematics, together with termly and end of key stage NC assessments in the core areas, to identify strengths and areas for development and to set appropriate targets for individual pupils. A tracking system is in place to monitor the progress of individual pupils, particularly in language and mathematics. Assessment, reporting and reviews of the needs of pupils with SEN are undertaken efficiently.
89. There are very effective arrangements for moderation and standardisation of pupils' work alongside cluster primary and secondary schools. Subject portfolios of levelled work in the core subjects, which have been developed in conjunction with these schools, bring an added rigour to the overall assessment process and

strengthen the accuracy of teachers' assessment at key stage 2 and into key stage 3. This process contributes significantly to the good practice in transferring information to the relevant secondary schools.

90. While use is made of optional assessment material in some foundation subjects, assessment procedures in most of these subjects are more informal in nature. Good use is made of individual pupil files, which contain personal information, test results and examples of work in many subjects, to record and transfer relevant information from one teacher to another.
91. The focus on features relating to assessment for learning is developing across the school. Lesson aims are identified during introductions and in the best practice the extent to which aims and key skills have been achieved are discussed in plenary sessions. At appropriate levels across the school, teachers are developing more effective opportunities for pupils to reflect and evaluate their own progress, but this work is at an early stage of development.
92. Work is regularly marked and, in the best examples, ways forward for pupils are effectively outlined. Pupils across the school are beginning to play a more active role in setting their own individual targets for improvement in language, mathematics and their general development. These targets are shared and discussed with parents on a termly basis.
93. Annual reports to parents comply with statutory requirements and are of a good standard overall. They outline pupils' skills and achievements in all subjects and are particularly detailed in relation to core subjects. In the best examples ways forward for pupils are clearly noted.
94. Parents are invited to respond to the written reports and they appreciate the opportunities to discuss their children's targets and progress on a termly basis.

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

<b>Grade 2: Good features and no important shortcomings</b>
---

95. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
96. The school provides a broad, balanced and relevant curriculum that meets statutory requirements and the needs of the range of pupils, and is accessible to all. The requirements of the foundation phase are well catered for and procedures are in place to update documentation to take account of the revised curriculum.
97. All staff in the under-fives class work closely together, both in planning provision and sharing resources, to offer children very good opportunities, both indoors and outdoors, to develop the foundations for learning.

98. In key stage 1 and key stage 2 the school meets learners' aspirations well overall and there are appropriate subject policy documents in place. Clear schemes of work and mid-term planning in the core subjects help promote continuity and progression in learning. In a few foundation subjects, however, planning is not sufficiently detailed to extend pupils' subject knowledge and skills consistently as they move through the school.
99. Planning for the development of basic skills is good across the school. Teachers make appropriate provision to develop pupils' key skills within individual lessons, including pupils' creative, problem solving and thinking skills. Nevertheless, there is insufficient structure to promote their progressive development across the key stages.
100. There are very good features to the extra-curricular activities provided for pupils. The provision of after school clubs is wide ranging and of good quality, and includes a gardening club and a variety of music and sports activities.
101. There is particularly good use of outside expertise and visitors to the school, which includes storytellers, musicians, sports persons and members of the caring services. A variety of visits in and beyond the immediate locality, particularly in relation to work in history and science, complement and enrich the curriculum. Older pupils are involved in residential visits which extend their learning experiences, enabling them to participate in a range of outdoor activities, which develop their self-confidence and independence.
102. Provision for PSE reflects national guidelines and promotes pupils' moral, social and cultural development effectively. Relevant themes and topics are integrated within NC subjects and discussed during lessons and circle time. There are also good links with the police, fire and health services in this context.
103. Appropriate opportunities, including those in collective worship, reinforce caring values and emphasise the differences between right and wrong. There are good opportunities for pupils to co-operate within groups in the classroom and, through the school council, they take on responsibilities and various initiatives. Their awareness of those less fortunate than themselves is raised and they contribute well to charitable ventures. These experiences contribute appropriately to their developing awareness of global citizenship.
104. The school promotes good attitudes towards the Welsh language. Planning to promote progression in pupils' bilingual skills, however, through giving them opportunities to use their developing grasp of the Welsh language in more informal situations and in other curriculum areas, is insufficiently developed.
105. The school offers valuable experiences to promote the Cwricwlwm Cymreig in a number of subjects, as well as through the general life of the school; provision fully meets current requirements. Visitors and visits make an important contribution in this context. The school's involvement in the Urdd movement further develops pupils' awareness of the Welsh dimension. The school's focus on other cultures develops well through work in geography and religious education and through initiatives such 'the fair trade fortnight.'

106. The school's partnerships with parents, the community, other schools and institutions are highly successful and have outstanding features. With very few exceptions parents are highly supportive of the school and are pleased with the standards their children achieve within a caring, Christian environment. Parents and friends make a valuable contribution to the life and work of the school; many give freely of their time accompanying pupils on educational visits, supporting school activities and fund raising. The commitment of parents and friends is greatly appreciated by the headteacher, staff and governors and a strong community spirit is evident in the school's life and work.
107. Communication with parents is well established and effective. Parents have access to the headteacher and staff and most parents have readily accepted the constructive home/school agreement. Homework is generally appropriate and well focused. Links are strengthened further through activities including a parents' morning, which enables parents to observe a range of activities offered to pupils, and the parents' workshops on aspects such as reading and writing. These initiatives have been highly praised by parents.
108. The school enjoys highly productive partnerships with other schools in the Tenby family of schools. Curriculum, pastoral and administrative links are well developed and help promote continuity of education as pupils move from key stage 2 to key stage 3. There are successful partnerships with several institutes of higher and further education and the school provides training facilities for student teachers. Students from local secondary schools regularly undertake work experience placements at the school.
109. The school enjoys very successful partnerships with the local community, the parish and with the diocese. 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 and its various activities are very well supported and valued by the local community.
110. The school makes good provision for the development of pupils' entrepreneurial skills and provides them with effective work related education, which is an integral part of the curriculum. Pupils have regular opportunities to engage in enterprise activities. For example, they design, make and sell a range of goods for a profit. A notable feature of the school is the way in which pupils themselves take control of enterprise activities and translate their ideas into practical and profitable solutions. This is particularly evident in the 'Buzz Club', a dynamic after school club that promotes good understanding of the conditions needed to run a successful business.
111. The school's provision for education for sustainable development and global citizenship is good and this is a developing aspect of the curriculum. Pupils are involved in re-cycling and composting schemes and understand the problems of litter and pollution and the necessity of energy conservation. Many are involved in gardening initiatives and develop a love of horticulture. The school makes good efforts to act in a sustainable way by reducing energy and water consumption.

112. Global citizenship is well promoted. Through their work in geography and PSE, pupils are made aware of the lives of children in other parts of the world, the economic and social inequalities that exist and how global forces shape their lives.
113. The school is successfully laying the foundations for lifelong learning and community regeneration, and national priorities are well reflected in the life and work of the school. Pupils know their community well and understand what is needed for its continued success. They recognise that through partnership, citizenship and care for the environment they can make a real contribution.

#### **Key Question 4: How well are learners cared for, guided and supported?**

<b>Grade 1: Good with outstanding features</b>
--

114. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
115. There are outstanding features to the quality of care, support and guidance offered to pupils. Provision and practice take good account of the statutory framework for inclusion, which ensures that pupils work and play in a happy supportive environment, where they feel secure and valued.
116. Teachers and staff know pupils well and have a thorough knowledge of their different needs. They monitor their educational progress, social development and personal welfare very effectively. Pupils' attitudes to their school are positive and in discussion they state that it is a caring and happy environment. Most parents, who expressed an opinion, also voiced strong confidence in the care and guidance offered by the school. They feel confident that their views are considered and, where possible, acted upon.
117. There are outstanding features to the school's induction and transfer arrangements. Staff provide very effective support for pupils entering the school, moving up classes and transferring to secondary school. There are outstanding features in the provision to help children settle quickly when they enter the nursery and include the very good communication with parents and the pastoral support from staff. Pupils who join the school at other times settle very quickly and soon become part of the school community. There are well-established and highly effective transition arrangements with the receiving secondary school.
118. Pupils have regular opportunities to put forward their ideas and opinions about their school and do so with confidence through the school council. The council meets regularly and is a good forum for pupils to work together and develop their problem solving and decision making skills. Councillors undertake their duties conscientiously and feel they can make a real difference to their school. They develop a good awareness of the democratic process; they feel the school listens carefully to their views and often acts upon their recommendations.

119. Rigorous procedures are in place to monitor pupils' punctuality, attendance, behaviour and performance and early intervention ensures that any individual concerns are dealt with swiftly and efficiently. The school complies with all inclusion, discipline and attendance requirements set out in National Assembly for Wales (NAW) Circular 47/06.
120. and harassment of any kind, including discrimination on grounds of race. The school's behaviour policy and positive behavioural strategies are adhered to consistently by all staff. Reward systems are appropriate. The school provides relevant individual support for pupils whose behaviour could impede their progress and that of others.
121. The provision for pupils' PSE is interwoven into the school curriculum. Lessons and circle time are particularly effective in consistently promoting personal values. There is an effective focus on the importance of a healthy diet and lifestyle, and physical fitness is promoted through the curriculum and after school activities. Appropriate guidance is provided on aspects such as substance misuse, hygiene and personal safety.
122. The headteacher and staff place a high priority on the care and well-being of all pupils. Appropriate practical steps are taken to ensure pupils' safety while they are in school. Provision for fire drills and first aid are fully in place. Formal risk assessments are taken as the need arises and all documentation in this respect is up to date in terms of review and relevance.
123. Child protection procedures fully meet requirements and are well documented. All staff and governors receive training in child protection matters and are well aware of the protocols to follow. The school works in very good partnership with other responsible agencies to secure pupils' well-being.
124. There are outstanding features in the provision for pupils with additional learning needs. Procedures fully comply with the current Code of Practice. The SEN co-ordinator manages the provision with great care. Support structures are wide-ranging and regularly reviewed. Reporting and recording procedures are undertaken very efficiently. There is on-going liaison with all staff so that pupils receive effective support from class teachers and support assistants.
125. There are very effective systems for identifying and diagnosing additional learning needs at an early stage. Individual education plans are prepared in consultation with parents and these are regularly reviewed and updated. They include achievable steps. Parents and older pupils are involved in the review process. In the parents' meeting prior to the inspection, most parents expressed strong support for the provision that their children receive.
126. In the best practice, gifted or talented pupils are given good opportunities to extend their learning through more challenging tasks. They are also given good support to extend their specific skills and talents in areas such as music and physical education.

127. The school adopts a very inclusive approach to the provision for pupils with SEN and those learning English as an additional language. In the best practice lesson planning ensures that strategies in mainstream classes are deployed consistently to match tasks appropriately to pupils' learning needs. There is effective provision for carefully chosen withdrawal groups to target specific aspects such as literacy skills.
128. Pupils with SEN are very well supported by the learning support assistants. Their contribution is significant in promoting the progress of pupils with SEN and helping to ensure that they gain full access to the curriculum and are integrated fully into the life of the school.
129. The school accesses a range of outside agencies to support pupils with SEN, including the educational psychologist, social services and health professionals who provide advice, training and specialist support. Communication and links between the relevant agencies are good.
130. The designated governor for additional learning needs has a very good understanding of the school's provision and ensures that funding is spent on their needs.
131. Commitment to social inclusion is clearly evident in the daily life and work of the school. All pupils have equal access to the curriculum and other facilities within the school. Stereotypical views are challenged and gender equality promoted. Boys and girls participate fully in all activities
132. The headteacher, staff and GB respect and celebrate the diversity of pupils' backgrounds and ensure that all pupils are valued equally. This is achieved through the caring ethos of the school, the curriculum, including the PSE programme, and daily routines. Pupils in turn are taught to value and respect diversity and can discuss a range of relevant issues with maturity. This is an outstanding feature.
133. The school has an appropriate disability equality scheme and accessibility plan relating to the curriculum provided, the provision of information and plans to improve provision further. The school takes all reasonable steps to ensure the equal treatment of disabled pupils. There are suitable disabled facilities and access to all parts of the school.

## **Leadership and management**

### **Key Question 5: How effective are leadership and strategic management?**

#### **Grade 1: Good with outstanding features**

134. The findings of the inspection team match the judgement made by the school in its self-evaluation report. The grade awarded is a grade higher than that awarded to key question 1 as the inspection evidence indicates that the school's

leadership and strategic management has enhanced the quality of the educational provision, enriched the curriculum and improved standards.

135. The school has explicit aims and values that are clearly reflected in its day-to-day work. Pupils of all abilities, whatever their age, gender or racial background, are treated equally and given the same opportunities. All staff and governors share the same commitment to equality of opportunity for all.
136. The headteacher offers the school strong leadership and is proactive in planning improvements, which succeed in improving standards, promoting pupils' educational and social development and in developing confident learners. The close working partnership with the GB effectively steers all aspects of school development. This is an outstanding feature.
137. The headteacher is well supported by a hard working and conscientious staff. Following the initial amalgamation of schools, two senior members of staff retain management posts. They are members of the senior management team which provides an effective forum for review and discussion.
138. The school takes good account of national priorities, new initiatives and local partnerships. The school has gained the Basic Skills Agency Quality Mark for the third time, and the fourth award of the Healthy Schools initiative. Staff also focus successfully on developing the foundation phase.
139. The headteacher and staff are active members of the local family of schools and contribute effectively to developing its agenda for improvement. This includes curriculum development initiatives, training and transfer arrangements. The school also participates fully in UA supported initiatives such as the Pupils' Accelerated Learning programme and the 'I CAN' initiative.
140. There are effective processes in place to set accurate targets for pupils at the end of each key stage. The school gives high priority to the regular and comprehensive analysis of pupils' progress, the detailed evaluation of standards of attainment against county and national norms and the implementation of effective action plans to address any deficiencies. Pupils achieve their personal targets in these assessments.
141. The school successfully implements performance management procedures in line with statutory requirements. The procedures include appraisals of the contribution of staff members, which in turn contribute effectively to their professional development and to addressing aspects of the SDP. The targets set are regularly reviewed, with appropriate in-service training made available.
142. There are good arrangements in place to review and monitor the performance of members of staff. New and more recently appointed staff are well supported, monitored and guided by senior members of staff. Training opportunities are provided in a variety of ways such as school-based training and attendance at externally organised courses. All teachers and support staff undertake further professional development as a tool to enhance teaching and learning.

143. There are outstanding features in the work of the GB. It brings together a wide range of expertise and a deep commitment to the aims and values of the school. It is very effectively led by an experienced governor. Members undertake regular training and have planned and managed a highly successful programme to meet their own particular needs and circumstances. This is a model that has been recognised as good practice.
144. Members clearly understand their roles and make a very strong contribution to the strategic management of the school. They are very well informed about all aspects of school life and use this information well to take effective and appropriate decisions.
145. Governors regularly monitor the quality of provision. They are kept informed about the work of the school through written and oral reports provided by the headteacher and curriculum leaders, including an analysis of assessment information. Individual governors take on specific responsibilities and regularly visit the school to meet with relevant staff and to review and observe practice. They write reports on their visits and provide good feedback to the full GB.
146. The GB meets regularly and effectively fulfils its regulatory and legal responsibilities. School policies and documentation give good attention to statutory requirements and there are suitable procedures in place for dealing with appeals and complaints.

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

<b>Grade 2: Good features and no important shortcomings</b>
---

147. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
148. A culture of self-evaluation is well established and there are plans to raise its profile further. Clear strategies and procedures are in place, which are comprehensive, systematic and based on gathering a range of evidence. All staff are involved in the process and the involvement of governors is a strong feature. Parents' views are formally canvassed through questionnaires and through informal meetings and pupils' opinions are sought through the school council.
149. The monitoring programme operates according to a clear timetable. The headteacher undertakes an active monitoring role through conducting reviews, looking at pupils' work and observing the learning systematically in classrooms. Subject leaders' evaluations of provision and standards in the core subjects are effective and their reports identify strengths and areas for development. Their monitoring involves scrutinising pupils' work and talking to pupils during lesson evaluations. The nature and detail of the subject reviews in a few foundation subjects, however, are less well developed.

150. Good use is made of the contribution of UA improvement officers as part of the evaluation process. The school's successful involvement in working towards the 'I CAN' level 2 accreditation has proved to be a very useful exercise in identifying strengths and areas for development in aspects relating to the life and work of the school.
151. The headteacher and staff undertake a detailed analysis of pupils' assessment results, including baseline assessment in the early years and NC levels at the end of key stage 1 and key stage 2. Effective use is made of the information collected to guide teaching, to plan the way forward for individual pupils and to set targets. Test and assessment results are discussed with governors and the GB has a good knowledge of pupils' development and how the school compares with similar schools locally and nationally.
152. There are clear links between the process of self-evaluation and the SDP, which prioritises areas for development within a three-year cycle. It contains a number of relevant targets drawn from all the monitoring, assessment and evaluation evidence. Details are provided on the specific actions to be taken, the costs and timescales involved, the success criteria and who is responsible. The targets are regularly monitored and reviewed by the headteacher and GB.
153. During the last few years the process of self-evaluation has led to the establishment of a number of effective initiatives which are bringing about improvements both in terms of learning and teaching. They include initiatives in the field of ICT and a more rigorous focus on the development of reading.
154. The self-evaluation report produced before the inspection is a comprehensive document and notes the school's perceived strengths and areas for development. It focuses on a number of relevant elements relating to the seven key questions of the Estyn Framework. Supporting evidence was made available to the inspection team, who agreed with the school's judgements in all seven key questions
155. The school has made good progress in addressing the key issues arising from the last inspection. Standards have improved in Welsh second language and ICT, additional resources have been acquired, and the content of the prospectus now fulfils statutory requirements. Strategies for marking and commenting on children's work have improved, but the focus on developing a more consistent approach remains to be strengthened.

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

**Grade 1: Good with outstanding features**

156. The findings of the inspection team match the judgement made by the school in its self-evaluation report. Although the inspection team judged key question 1 as Grade 2, the inspection evidence demonstrates that the very efficient management and use of all the school's resources, including staff, learning resources, the building and outdoor amenities, enrich pupils' experiences and improve standards.

157. The school has a very good complement of teaching staff to deliver the curriculum; they are well qualified and effectively deployed and managed. The school invests exceptionally well in support staff, who work very effectively and enthusiastically with teachers. There are good procedures in place to support newly qualified teachers. All staff have job descriptions, which are reviewed annually and which give a clear outline of their responsibilities. Staff have been checked by the Criminal Records Bureau.
158. Teachers and support staff attend a good range of courses and training sessions and this has a positive effect on their skills and understanding. They work effectively as a team.
159. Teachers are provided with planning, preparation and assessment (PPA) time in line with statutory requirements for reducing their workload. PPA procedures are well managed and the part-time teacher of Welsh makes a valuable contribution in this context. There are appropriate arrangements to reduce teachers' administrative and clerical tasks.
160. The part-time administrator and school secretary make an important contribution to the smooth and efficient daily routines of the school. The school notes that it has responded appropriately to the recommendations of a recent audit report. The caretaker works hard to keep the school clean and tidy.
161. There is excellent use of the building, the amenities and the site. Very effective use is made of the excellent facilities provided by four new classrooms with practical areas, the large hall and library. Displays throughout the school are of a high standard and contain a range of pupils' work, providing an environment that is both welcoming and educationally stimulating.
162. Excellent use is made of the landscaping in the school grounds, which has been expertly enhanced by developments such as garden beds and the pond area. The under-fives outdoor learning area, the large playing fields, hard court areas and social play areas are put to very good use.
163. There is skilful use of a very good range of resources to support the curriculum and which are appropriate to different needs and age ranges. The purchase of resources corresponds very effectively to the school's priorities for development and annual reviews are held to ensure the sufficiency and suitability of supply. The quality and quantity of computers and interactive whiteboards, for example, are very good and effectively promote ICT skills. The school library has a good range of fiction and non-fiction books which are available for pupils. Subject leaders audit resources regularly in order to assess the extent to which they contribute to pupils' standards of achievement.
164. Contributions from the Parent/Teachers Association provide a valuable additional source of income, which has enhanced provision in many ways.
165. The headteacher, the administrative officer and the finance committee of the GB monitor budget allocations closely. The full GB is involved in determining all

spending decisions, and expenditure is regularly and effectively reviewed. The school gives very good value for money.

## Standards achieved in subjects and areas of learning

### Mathematics

**Key Stage 1: Grade 2: Good features and no important shortcomings**

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

#### Good features

166. In both key stages more able pupils show very good skills in the mental manipulation of number and of the application of strategies for working out number problems. They explain their strategies particularly effectively. Across the key stages they make good use of their thinking skills to help them with their investigations and calculations.
167. In both key stages, pupils use mathematical vocabulary accurately and confidently.
168. In key stage 1 most pupils have a good understanding of number bonds and patterns. They count confidently forwards and backwards, can recognise and name larger numbers and can count accurately in multiples of twos, fives and tens. They know the difference between odd and even numbers and can double numbers correctly. Most have a secure understanding of the place value of digits to 100.
169. Most key stage 1 pupils use everyday non-standard and standard units correctly to measure. They understand well the concepts of longer and shorter, heavier and lighter and larger and smaller. They know the value of different coins and can calculate small sums of money. They have a good knowledge of two-dimensional shapes and can describe their properties, such as the number of sides and corners, correctly. They can identify the features of more familiar three-dimensional shapes and tell the time well to the hour and the half hour.
170. Key stage 1 pupils gather data and present it accurately in the form of simple graphs and most pupils interpret the information well. They use their ICT skills confidently to present their graphs.
171. In key stage 2 most pupils' understanding of place value is good up to the fourth or fifth digit. They use their mathematical skills effectively to calculate number problems both mentally and on paper. They have a good knowledge of fractions and older ones have a secure understanding of the equivalence between percentages, decimals and fractions. Most can offer reasonable estimates of answers to number problems.

172. Pupils in key stage 2 have a good understanding of shape, space and measurement. They can choose well what units of measurement are needed in different contexts. They measure area and perimeter accurately, classify angles and display a good understanding of two and three-dimensional shapes. They solve problems relating to the passage of time and most make sensible estimates.

173. Pupils collect data for different purposes and record in an orderly way, using tables and graphs. Most analyse and interpret data accurately.

### **Shortcomings**

174. There are no important shortcomings, but in key stage 2, pupils do not regularly apply their skills to investigate a range of mathematical tasks.

<b>Science</b>
----------------

**Key Stage 1: Grade 1: Good with outstanding features**

**Key Stage 2: Grade 1: Good with outstanding features**

### **Outstanding features**

175. In both key stages more able pupils demonstrate very good knowledge of the topics studied. Most have a very good appreciation and understanding of the process of change in science. They have excellent observational skills and demonstrate a very strong grasp of the processes of planning and conducting an investigation. They can pose questions and discuss the findings of their investigations with maturity and confidence. Most develop a very good scientific vocabulary and make effective use of their ICT skills to support their investigations.

### **Good features**

176. Pupils in all classes demonstrate very positive attitudes towards the subject and at appropriate levels; they are very aware of science in the world around them.

177. Most pupils across key stage 1 understand well the characteristics and needs of living things. They identify different parts of a plant and older pupils produce effective labelled drawings to demonstrate their understanding. They effectively measure mustard seed growth over a period of time and present their results in computer-generated graphs.

178. Pupils in Y1 demonstrate very good observational skills as they identify similarities and differences between slugs and snails and compare what they have discovered during a mini-beast hunt with pictures and facts about the creatures they discover.

179. Y2 pupils carry out effective investigations into the relationship between creatures and their environments. They develop a very good knowledge of the

characteristics of insects and compare them well with other mini beasts. They make good use of apparatus, such as hand lenses, to aid their studies.

180. In key stage 1 pupils demonstrate a good understanding of the different sources of light and the majority can classify materials according to whether they are transparent, opaque or translucent. Y2 pupils can describe the importance of a complete circuit to light bulbs and make a buzzer work. They can discuss the process of investigation well, noting which elements were kept the same and the variable that was changed.
181. Younger key stage 2 pupils discuss well the movement of the sun and effectively investigate the length of shadows at various times during the day. They experiment with electrical circuits, the strength of magnets and the concept of absorbency very effectively. Most demonstrate very good observational skills as they sort and classify different types of rocks according to their properties. They record their findings effectively in a variety of ways.
182. Older key stage 2 pupils investigate well the concepts of friction, gravity, air and water resistance. They make effective use of the Newton Meter in their investigations. Most older pupils have a very good awareness of climate change and the dangers of the greenhouse effect.
183. Older key stage 2 pupils have a very good knowledge and understanding of variations in habitats and how animals are suited to their environment. Most use a range of apparatus, including digital microscopes, very effectively as they embark on a detailed study of woodlice. They demonstrate very good skills as they create a detailed investigation focusing on the habitats of these creatures.
184. Across key stage 2, most pupils develop a very good understanding of the concept of a fair test and frequently repeat investigations to help ensure accuracy. Older pupils in particular develop very good strategies in relation to the process of planning investigations and presenting their findings in written form, pictorially or as tables and graphs.

<b>Welsh second language</b>
------------------------------

**Key Stage 1: Grade 2: Good features and no important shortcomings**

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

**Good features**

185. In both key stages pupils demonstrate positive attitudes towards Welsh and respond effectively in their lessons.
186. The majority of pupils in key stage 1 make good progress in the skills of speaking and listening. They respond well to instructions and can ask and answer simple questions about the weather, colours, personal information and possessions. Older pupils in particular develop a good grasp of a range of

sentence patterns and vocabulary relating to personal features. They make good use of role play to enhance their knowledge and understanding.

187. At appropriate levels the majority of key stage 1 pupils can read their own work and a class storybook with good levels of understanding. They write phrases and simple sentences based on their acquired vocabulary with an appropriate level of accuracy. They make good use of word banks and their ICT skills in this context.

188. Younger key stage 2 pupils' speaking and listening skills develop well and the majority demonstrate good understanding as they focus on a variety of sentence patterns. The majority of older pupils have a developing grasp of a wider range of sentence patterns and, in pairs and groups, hold simple conversations based on what they have learnt.

189. Across the key stage the majority of pupils make consistent progress in reading. They read appropriately with good levels of understanding in whole class situations. A few develop well as independent readers.

190. In key stage 2 the majority of pupils make appropriate progress in their writing skills. Younger key stage 2 pupils demonstrate good skills as they write sentences and short paragraphs using given patterns relating to personal information, likes and dislikes. Older pupils engage in comprehension exercises, record personal information and present information about historical figures, such as St David, with reasonable accuracy.

### **Shortcomings**

191. There are no important shortcomings, but a minority of pupils in key stage 2 in particular demonstrate limited skills in drawing on the sentence patterns they know to hold independent conversations in paired situations.

## **Design technology**

**Key Stage 1: Grade 2: Good features and no important shortcomings**

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

### **Good features**

192. By using structured guidelines, pupils in key stage 1 are fully aware of the appropriate steps of research, planning, making and evaluating. They use these processes effectively in their work.

193. In key stage 1 pupils work with a good range of tools and materials to make simple products and models including colourful scarecrows and attractive pots and containers. The finishing on their products is good.

194. In key stage 1 pupils develop their initial ideas well in the form of labelled drawings. They can list clearly the materials and tools that they will need. Their marking, cutting and shaping skills are good.
195. In key stage 1 pupils can discuss and evaluate their products sensibly and explain well why some materials are more suitable than others for a given purpose.
196. Pupils in key stage 2 have a secure understanding of the processes of planning and making. They design and make a range of products and make purposeful use of different materials, equipment and techniques.
197. Before starting on their plans for a bridge, a shelter or a food product, for example, key stage 2 pupils undertake extensive research, including searching on the Internet for ideas and information.
198. In key stage 2 pupils respond to design briefs in a coherent way and they can identify what materials and equipment are needed to complete a task. They record clearly what steps they need to follow in order to complete their brief successfully.
199. In key stage 2 pupils measure, mark out, cut, shape and join accurately. Most can evaluate their products recognising the strengths and weaknesses of their design. In the best practice they demonstrate good evaluation skills by improving the design of their products in the planning and making stage.
200. In both key stages pupils work very well together in small groups and respond sensibly to the ideas offered by others. Most pupils make and justify decisions well.

### **Shortcomings**

201. There are no important shortcomings.

<b>Geography</b>
------------------

**Key Stage 1: Grade 2: Good features and no important shortcomings**

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

### **Good features**

202. Pupils in key stage 1 can identify and describe well the main geographical features of the local area, including hills, rivers, fields and woods. They can identify the purpose of many buildings they see on their journey to school and discuss accurately the jobs and professions of people in their community.
203. Pupils in key stage 1 can discuss the similarities and differences between their village and a neighbouring coastal area. They can also discuss the geographical features of Snowdon referring to the terrain, plants and animals. They ask

geographical questions and use a subject related vocabulary well. They can locate Snowdon on a map of Wales.

204. Pupils in key stage 1 use secondary sources, such as storybooks and a computer program, well to develop their skills in gathering and recording information. They record their work effectively in the form of writing, drawings, tables and craft.
205. In their mapping work pupils in key stage 1 use co-ordinates correctly to denote the location of features on a map. They use keys confidently and have a good knowledge of a range of geographical symbols. Their use of directional vocabulary is good. Older pupils can find their locality and the capital city on a map of Wales correctly. They develop good skills in using the points of a compass.
206. In key stage 2 pupils have an excellent understanding of the impact that human activity has on the environment. They understand the dangers caused by different types of pollution and the importance of recycling. They use data well to identify the countries with the greatest amount of pollution and discuss the reasons sensibly.
207. In key stage 2, pupils are well informed about where their food comes from. They can name fair trade products and discuss how they improve the working lives of people in other countries.
208. In key stage 2 pupils make good use of their research skills as they complete individual projects on a country of their choice. They have a good understanding of the term 'developing' in relation to many countries of the world. Most projects focus on a less economically developed country and include a study of a range of human and geographical features. In discussion, pupils can discuss the information they have gathered and can compare the geographical features well with their own country.
209. Across the key stage pupils have a good knowledge of their local area. They can discuss the main industries, such as fishing, tourism and agriculture, and how they relate to and are dependent upon important geographical features. They use their ICT skills to study the Snowdonia National Park and can compare and contrast the physical features with their local area.
210. In key stage 2 pupils develop and use geographical vocabulary well. Older ones are familiar with geographical terms, such as continents, volcanoes and earthquakes, and can give specific examples. They also collect newspaper cuttings about world events and locate them accurately on a world map.
211. Pupils in key stage 2 use their mapping and investigation skills well to gather and record information. They use a key, symbols, scale and co-ordinates accurately. In their study of world pollution, for example, most pupils use atlases and globes confidently to assist them with their investigations. They also use a range of instruments to measure and record the weather.

## Shortcomings

212. There are no important shortcomings, but in key stage 2 a minority of pupils' ability to compare their local area with other places in Wales is less well developed.

## Physical education

**Key Stage 1: Grade 2: Good features and no important shortcomings**

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

213. During the inspection, a dance lesson was observed in key stage 1 and games and swimming lessons in key stage 2. The school notes that pupils have experiences relating to the full range of the physical education programmes of study.

## Good features

214. Pupils in both key stages develop a good understanding of the importance of health, fitness and well-being activities. They demonstrate a good understanding of the importance of warming up and cooling down sessions in relation to their effects on the heart and muscles and carry out these activities effectively in a sensible and safe manner.

215. Pupils in Y1 and Y2 use space effectively and most demonstrate good co-ordination skills and appropriate body control during a dance lesson. They are aware of the importance of working safely and follow instructions accurately. They experiment well with movements to represent different types of shapes, and sequence these effectively at appropriate levels of speed. Most demonstrate good skills of evaluating their own performance and that of others in order to refine their skills further.

216. Pupils in a Y3/Y4 class make good progress in developing their tennis skills. Most demonstrate good skills in holding tennis racquets appropriately and develop good co-ordination skills as they strike the ball in various situations. The skills of a minority develop particularly well. The majority contribute well to discussions relating to improving their own techniques and those of others. They collaborate well as pairs and groups.

217. Older key stage 2 pupils achieve good standards in consolidating and extending their swimming skills using different strokes. They adopt correct positions and enter the water using appropriate diving techniques. Most pupils can tread water for appropriate periods of time and focus well on the requirements of using specific swimming strokes, including the backstroke.

## Shortcomings

218. There are no important shortcomings.

### **School's response to the inspection**

219. The staff, governors and pupils of St. Oswald's V. A. School are very proud of this inspection report. We feel that it provides a detailed and accurate description of our school whilst at the same time offering challenges for the future. The report reflects the very good progress made since the last inspection in 2003 whilst the school was operating in different circumstances and identifies a range of outstanding features that exist within the education provided in St. Oswald's School.
220. The school was particularly pleased that the report outlined the outstanding care, support and guidance provided for all our learners. It was also encouraging that the inspectors recognised the excellent working relationships between members of the Governing Body, staff and pupils providing the school with quality leadership and management. The report also confirmed the accuracy of the school's own self-evaluation procedures and emphasised how the whole school community has worked together to achieve continuous progress and improvements in provision and standards. The report also charts progress made in other areas, such as that of working together in partnership with parents.
221. The staff and Governing Body would like to thank the inspection team for their professionalism during the time they spent at St. Oswald's School. The team were rigorous in covering all areas of the school's work and courteous to staff, pupils, parents and governors.
222. The school Governing Body will produce an action plan to outline how the school plans to implement the four recommendations from the inspection report. A summary of this plan will be circulated to all of our parents.

## Appendix 1

### Basic information about the school

Name of school	St Oswald's VA School
School type	Primary inc Foundation Phase
Age-range of pupils	3-11
Address of school	The Rectory Field Jeffreyston Pembrokeshire
Postcode	SA68 0SP
Telephone number	01646651409

Headteacher	Mrs M Brown
Date of appointment	September 2001
Chair of governors/ Appropriate authority	Mr W G Bendall
Registered inspector	Miss D Morris
Dates of inspection	8-10 June, 2009

## Appendix 2

### School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	6	23	10	18	14	15	13	16	115

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	3	3	4.6

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	25:1
Pupil: adult (fte) ratio in nursery classes	-
Pupil: adult (fte) ratio in special classes	-
Average class size, excluding nursery and special classes	28.75
Teacher (fte): class ratio	1.1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Summer 2008	100%	86.1%	93.8%
Autumn 2008	93.56%	91.69%	94.05%
Spring 2009	80.9%	91.9%	91.8%

Percentage of pupils entitled to free school meals	2.6%
Number of pupils excluded during 12 months prior to inspection	0

**Appendix 3**

**National Curriculum Assessment Results**

**End of key stage 1:**

<b>National Curriculum Assessment KS1 Results 2008</b>			Number of pupils in Y2:		15		
<b>Percentage of pupils at each level</b>							
			D	W	1	2	3
English:	Teacher	School	0.0	0.0	7	73	20
	assessment	National	0.2	3.5	13.8	63.0	19.4
Mathematics	Teacher	School	0.0	0.0	7	73	20
	assessment	National	0.2	2.0	10.9	65.2	21.6
Science	Teacher	School	0.0	0.0	0.0	0.0	100
	assessment	National	0.2	1.6	8.5	66.3	23.4

<b>Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment</b>			
In the school	93%	In Wales	80.7%

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

**National Curriculum Assessment Results**

**End of key stage 2:**

<b>National Curriculum Assessment KS2 Results 2008</b>			Number of pupils in Y6:		16				
<b>Percentage of pupils at each level</b>									
			D	W	1	2	3	4	5
English	Teacher	School	0.0	0.0	0.0	0.0	0.0	8	92
	assessment	National	0.2	0.5	0.6	3.1	15.6	51.3	28.5
Mathematics	Teacher	School	0.0	0.0	0.0	0.0	0.0	38	62
	assessment	National	0.2	0.5	0.6	2.7	14.7	51.4	29.9
Science	Teacher	School	0.0	0.0	0.0	0.0	0.0	0.0	100
	assessment	National	0.2	0.5	0.5	1.8	11.4	53.9	31.7

<b>Percentage of pupils attaining at least level 4 in mathematics, science and English or Welsh (first language) according to teacher assessment</b>			
In the school	100%	In Wales	75.5%

D Pupils who are excepted under statutory arrangements from part or all of the National Curriculum  
W Pupils who are working towards level 1

## Appendix 4

### **Evidence base of the inspection**

Five inspectors, including the school's nominee and a peer assessor, spent the equivalent of seven inspection days at the school and met as a team prior to the inspection.

These inspectors visited:

- 25 lessons, as well as parts of learning sessions; and
- registration sessions, assemblies and acts of collective worship.

Members of the inspection team held meetings with:

- staff, governors and parents before the inspection;
- senior managers, teachers and support and administrative staff;
- the school council; and
- representatives of organisations linked with the school.

The team also considered:

- the school's self-evaluation report;
- 26 responses to the parents' questionnaire; 97% were highly positive;
- documents provided by the school both before and during the inspection;
- a wide range of pupils' previous and current work; and
- samples of pupils' reports.

Following the inspection, the team held meetings with the headteacher, staff and governors.

## Appendix 5

### Composition and responsibilities of the inspection team

Team member	Responsibilities
Miss Dorothy Morris Registered Inspector	Context, Summary, Recommendations, Appendices Key Questions 1, 2a, 4 and 5 Mathematics, design technology, geography
Mr Brinley Jones Team Inspector	Key Questions 2b, 3, 6 and 7 Science, Welsh second language, physical education
Mrs Janet Warr Lay Inspector	Contributions to key questions 1, 2, 3,4 and 7
Mr Jonathan Lloyd Peer assessor	Conducted lesson observations, scrutinised pupils' work and contributed to team meetings
Mrs Margery Brown Headteacher/Nominee	Attended meetings and provided information

### Acknowledgement

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

### Contractor:

E.L.L.I.S (Cymru) Ltd  
Jasmine Enterprise Centre  
Unit 1  
Treseder Way  
Cardiff  
CF5 5BQ