

REPORT

on the

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

**STACKPOLE V.C PRIMARY SCHOOL
STACKPOLE
PEMBROKE
PEMBROKESHIRE
SA71 5DB**

School Number: 668/3051

Date of Inspection: 7 – 9 July 2003

By

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Under Estyn contract number: T/253/02P

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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 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 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

Stackpole is a Voluntary Controlled primary school for pupils between the ages of three and eleven years. The school is situated in the village of Stackpole near Pembroke. The coast and countryside nearby is administered by the National Trust. The school caters for pupils living in the village and nearby areas. About half of the pupils who currently attend the school travel some distance to school and live outside the locality. About half of the pupils have rural backgrounds and half come from small towns. There are 128.5 full time equivalent pupils on roll, who are taught in a school where the accommodation number is 147. Numbers have fallen in the last year. One class is housed in a temporary classroom. Nearly all pupils are of white, British backgrounds. No pupil has Welsh as a first language or English as an additional language. In the main, pupils come from either relatively prosperous or neither prosperous nor economically disadvantaged backgrounds and have a full range of abilities on entry. On the whole, on entry to the nursery, children have average levels of basic skills.

Six per cent of pupils are considered eligible for free school meals. This is a below average figure. There are 28 pupils who are identified as requiring special educational needs (SEN) support, and three pupils who have statements of SEN.

One teacher left during the last academic year due to retirement. During the inspection, there were two temporary supply teachers working in the school because of staff absence.

The school has a clear and appropriate statement of aims which relates to its Christian foundation and its commitment to provide a good education for its pupils. Currently the school has set realistic and attainable targets to raise standards further and to maintain the high standards where appropriate.

2. MAIN FINDINGS

The main findings of the report

Stackpole is a good school with some significant strengths. It provides well for its pupils.

- The education provided for children under five in the nursery and reception class is good. Starting from an average base children achieve well in all areas of learning and all are ready to begin the National Curriculum (NC) by the age of five.
- The overall quality of education provided for the under fives is appropriate to their needs and they make good progress towards the desirable outcomes for children's learning. Standards in the six areas of learning are:

Areas of Learning	Nursery	Reception
Language, Literacy and Communication Skills	Good	Good
Personal and Social Development	Good	Good
Knowledge and Understanding of the World	Good	Good
Physical Development	Good	Good
Creative Development	Good	Good
Mathematical Development	Good	Good

- Standards achieved in the subjects of the National Curriculum and religious education are as follows:

Subject	KS1	KS2
English	Satisfactory	Good
Mathematics	Good	Good
Science	Good	Good
Welsh (as a Second Language)	Satisfactory	Satisfactory
Design and technology	Satisfactory	Satisfactory
Information technology	Good	Good
History	Satisfactory	Good
Geography	Good	Good
Art	Satisfactory	Good
Music	Good	Good
Physical education	Good	Good
Religious education	Good	Good

- Standards of achievement were very good in 18% of the 34 lessons seen, good in 44% and satisfactory in 38%.
- At the end of KS2 national assessments in 2002, results were above most schools nationally and schools considered to be broadly similar.
- Standards in the key skills of speaking, listening, reading and writing, the application of number and in information technology (IT) are good.
- Provision for pupils' spiritual, moral, social and cultural development is good overall. Pupils' spiritual, moral and social development are very good. Cultural development is satisfactory because insufficient opportunities are provided for pupils to appreciate the richness and significance of Welsh literature, music and art.
- There are appropriate opportunities for pupils to learn about the multi-cultural nature of modern society. Arrangements to recognise and promote respect for individual differences of race and religion meet requirements and are implicit in the life of the school.
- Standards of behaviour are very good across the school and pupils' positive attitudes enable them to try hard and wish to please their teachers.
- Standards of attendance are satisfactory. Nearly all pupils arrive at school punctually although during the inspection some pupils were late. The school complies with the requirements of National Assembly of Wales (NAW) Circular 3/99.
- The quality of teaching is good overall. It is very good in 15% of the 34 lessons seen, good in 62% of lessons and satisfactory in 23% of lessons. It has a significant impact on the progress pupils make, particularly in KS2. Good teaching is found across the school.

Strengths in the teaching are –

- The way the teachers make clear what they expect their pupils to achieve in the lessons.
- The close and effective co-operation between teachers and their teaching assistants to provide good opportunities for pupils to discuss with and learn from adults.
- Teachers' very good subject knowledge and questioning skills.
- The lively way in which subjects are introduced and pupils are challenged to give of their best.
- The warm praise and encouragement given to pupils so that they all feel that their efforts are valued.
- The very good links between subjects which are carefully planned to help pupils appreciate the connections between different aspects of their work.

Where there are weaknesses in teaching –

- Teachers do not manage the time well so that there is not enough time at the end of lessons to review and consolidate what has been learnt.
- The pace of some lessons is slow and pupils are not sufficiently challenged over the length of the lessons.
- Teachers assess pupils' work thoroughly and this information is carefully used to review progress and to ensure pupils work in line with their ability levels and the NC requirements.
- The curriculum for children under five is appropriately planned to ensure that these children are given good experiences in all areas of learning considered appropriate for children of this age.
- The quality of the curriculum for KS1 and KS2 is good. It is wide and interesting and is significantly enhanced by a very good range of out of school activities. All pupils have very good access to these activities. The curriculum is appropriately matched to the needs of all pupils including those considered to be especially talented and gifted..
- The quality of teachers' planning to develop key skills is a strength of the school. However, insufficient opportunities are provided for pupils to learn about the distinctness of the culture and traditions of Wales.
- There is very good provision for the support, guidance and welfare of pupils and effective procedures for child protection. Pupils' well being and health and safety are promoted very well.
- Provision for pupils with SEN is very good and they are very well supported by class teachers, support assistants and visiting teachers. These pupils play a full part in their classes, and make good progress.
- No pupils speak English as an additional language. However appropriate arrangements are available should there be a need.
- Partnership with parents and the local community is very good. There are close links with parents who feel welcomed into the school. Information to parents is of a good quality. There are very strong links with other schools and institutions.
- The partnership with industry is good and enriches the curriculum. For example, the links with the National Trust and the Stackpole Field Centre benefits pupils' achievement in science, geography and history. Links with the local oil refinery also help to provide pupils with a greater understanding of the world of work.
- The quality of self evaluation is good. The newly appointed headteacher has carried out a rigorous analysis of the long-term needs of the school and has sensitively begun to address these. Parents and governors have been appropriately involved in this process.

- The headteacher, with the support of the deputy headteacher and staff provides very good leadership. Governors show good leadership and are beginning to strengthen their role as critical friends of the school. The governing body judges the success of its spending decisions carefully.
- The teaching and non-teaching staff are hard working and there are good and supportive working relationships between staff and between the school and the governing body.
- The school runs smoothly and general administration is very good.
- Subject co-ordinators have reviewed the quality of pupils' work in order to help raise standards further. However, most co-ordinators have not visited classes on a planned basis to look at the quality of teaching and learning going on and the impact of initiatives which they are pursuing. The school has planned for this to take place in the future.
- There is a good match and provision of teachers and support staff to the needs of the school and to the subjects taught.
- Resources are generally good in quality and quantity. However some of the furniture and resources for children under five are drab and show signs of wear.
- Generally, the school is bright and colourful. The teachers have been very successful in creating a working environment which reflects the high value they place on pupils' work. However, an exception is in the temporary outside classroom which, despite the teacher's best efforts, is unsightly and in need of re-decoration.
- At the time of the last inspection, diverse areas for improvement were highlighted. These related to improving standard in design and technology and IT, dealing with some issues of health and safety, improving the quality of the school's development plan (SDP), strengthening the roles of co-ordinators and putting in place a sex education policy.
- There has been good progress in addressing most but not all of the key issues. However, there is still work to do in strengthening the roles of co-ordinators although this process has begun and is beginning to show a positive impact, for example in the teaching of literacy.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards achieved in subjects and areas of learning

Standards are good in nearly all subjects and for children under five.

- Standards of achievement in the 34 lessons observed were very good in 18% of lessons seen. In 44% of lessons seen achievement was good and in 38% of lessons seen it was satisfactory.
- Standards of achievement for children under five are good and they make good progress in each of the six areas of learning. Many children come with average levels of basic skills.
- Pupils throughout KS1 and KS2 achieve good standards in mathematics and science. In English they achieve satisfactory standards in KS1 and good standards in KS2.
- In the national tests for eleven year olds in 2002 in English, mathematics and science a well above average proportion of pupils reached the expected standard (Level 4) which

was also well above most schools considered to be broadly similar. In mathematics and science, all eleven year olds reached the expected standards. These are very high figures.

- Both in the work seen in classes and in the national tests, there was no significant variation between the performance of boys and girls. The school is vigilant to review the progress of boys compared to girls and takes effective action where necessary as it is to ensure that all pupils make at least the expected progress for them.
- Since 1996 the school's trend of improvement in the national tests for eleven year olds has been above those in the Unitary Authority (UA), and is improving in line with most schools in the area. When compared to schools nationally the performance of English, mathematics and science is consistently high.
- Standards of achievement of pupils with SEN are good.

3.2 Standards achieved in key skills across the curriculum

Standards achieved in key skills across the curriculum are good in speaking and listening, reading and writing, the application of number and IT.

- Children in the Early Years listen well and speak with increasing confidence with adults and their peers. They use numeracy skills across the six areas of learning in the Desirable Outcomes programme and use of IT within the classroom.
- In both key stages pupils speak fluently and confidently during class discussions. They ask appropriate questions and respond positively, giving extended answers when required to do so. Pupils with special educational needs participate fully in discussions and express their opinions confidently.
- Pupils listen attentively to their teachers and to other pupils and sustain their concentration for an appropriate length of time; they show a good understanding of instructions and carry them out effectively.
- Pupils' reading skills are good. In most cases they read clearly and accurately and with appropriate expression; they read a wide range of fiction. Older pupils' choice of reading is guided by their teachers and they use a range of reference sources including the internet to support their studies across the curriculum.
- Writing skills develop well as pupils progress through the school. They write for a range of purposes across all curriculum areas and show an increasing awareness of the conventions required for the presentation of work. The development of handwriting skills in KS1 is inconsistent and there is insufficient emphasis given to the development of neat handwriting.
- Standards in the use of IT are good in both key stages. Pupils of all ages and abilities are confident in the use of a range of computer software; pupils in KS1 word process sentences and enter information to produce bar charts. Older pupils use graphics packages to enhance their artwork and are confident and competent in the use of the interactive whiteboard.

4. ETHOS OF THE SCHOOL

4.1 Pupils' spiritual, moral, social and cultural development

Standards are good overall, spiritual, moral and social development are very good. Pupils' cultural development is satisfactory.

- The general ethos of the school is very good. The headteacher and staff provide a secure, supportive and happy community for the pupils, where each individual is valued. Relationships between staff and pupils and between the pupils themselves are strong.
- The daily acts of worship make a significant contribution to pupils' spiritual and moral development. These, together with opportunities in activities such as class discussion and through religious education ensure that pupils show understanding and respect for the beliefs of others. Pupils are able to reflect on experiences of life.
- Pupils have a good knowledge and understanding of the local area and beyond. However, many opportunities are missed in the day to day curriculum to extend pupils' knowledge of the culture and heritage of Wales.
- Social development is very good; pupils work well together and respect each other, the staff at the school and school property. They demonstrate high levels of care towards each other, are friendly and polite towards visitors and show a capacity to take on more responsibility as they progress through the school.
- The wide range of outside school activities provided and the large number of speakers and visitors to school make a very good contribution to pupils' social development.
- The school has appropriate policies to ensure that racial equality and equal opportunities are promoted.

4.2 Behaviour and attitudes

Pupils' behaviour and attitudes are very good and all parents who replied to the inspection questionnaire agreed or strongly agreed that the school achieves high standards of behaviour.

- Pupils' behaviour and their attitudes to work in classes are both very good. They listen to the teacher, carry out instructions and get on with their work quickly and quietly. They keep on task and are very industrious.
- In and around the school there is a calm and purposeful atmosphere. At lunchtimes pupils' behaviour and manners are very good. Pupils of different ages talk happily together. Pupils play well together and are effectively monitored at all times. They make good use of the good range of play and small games equipment which is readily available to them at playtimes.

- The house points system to foster positive attitudes works extremely well. Pupils are eager to win points for their house and the certificates and small prizes given at the merit assembly on Fridays are highly valued and much sought after.
- Pupils are very involved in school life, for example they helped negotiate the school code, which they sign if they are prepared to abide by it. They undertake any responsibilities they are given cheerfully and conscientiously.
- The behaviour and discipline policy is well thought out. It is comprehensive and sets out the aims and expectations with the roles of pupils, parents, the class teacher, headteacher and governing body outlined.
- There is a clear and effective anti-bullying policy.

4.3 Attendance

Attendance is at least satisfactory. Procedures to record attendance meet legal requirements.

- Levels of attendance during the three terms prior to the inspection averaged around 94%, which is marginally less than the figures achieved in the last report. There is no unauthorised absence.
- There is no formal attendance policy although explicit guidance is given in the school prospectus for parents. The school rightfully stresses how important a good attendance record is in relation to a pupil's academic progress. A few children are withdrawn from school for holidays during term time but parents do seek permission and most only take the statutory 10 days.
- The school analyses attendance rigorously and ensured that children under five and pupils in KS1 and KS2 attend regularly.

5. QUALITY OF EDUCATION

5.1 Teaching

The quality of teaching is good and is a strength of the school. The quality of teaching is at least satisfactory in all lessons. In 62% of lessons it is good and in 15% it is very good. Good teaching is distributed across both key stages and for children under five. It is a particularly strong feature in KS2, where much of the teaching is of a high quality. Teachers in KS2 have very good subject knowledge which makes many of the lessons stimulating and interesting for their pupils.

Features of good teaching:-

- In the best lessons the aims of the lessons are made clear so that pupils know what is expected of them and the time they have to complete each task.

- Nursery teachers and support assistants in reception and in KS1 and KS2 work well together to provide children and pupils with rich opportunities to discuss with and learn from adults.
- Teachers make the lessons very interesting and challenging and use a good range of questioning techniques to encourage pupils to think imaginatively; for example, when discussing alternative endings to a scene in a story.
- Teachers praise warmly and let pupils know through their interest and encouragement that pupils' work is important and valued.
- Teachers take up opportunities very well to develop pupils' skills in other subjects and see connections in the work they undertake in different subjects.
- In the best lessons, teachers plan carefully so that they bring out these connections in lively discussions for example when reviewing pupils' progress in creating a CD-ROM about their own school and locality and in talking about pupils' experiences when going on their own "Stackpole Pilgrimage" in the style of Geoffrey Chaucer's "Canterbury Tales". The imaginative planning and teaching of these topics created vivid impressions on the pupils involved.
- Teachers plan carefully so that they work in similar ways and as a result all pupils know what is expected of them and are able to build on what they have already learnt. Work is well matched to the different abilities and ages in the classes so that all pupils including pupils identified as gifted and talented are recognised and extended.

Shortcomings

- Where teaching is less successful, the lessons lack pace and pupils are not insufficiently challenged over the length of the lessons. Lessons are not well planned so that there is insufficient time at the end of the lessons to review and consolidate what has been learnt.

5.2 Assessment, recording and reporting

The school's arrangements for assessment, recording and reporting are good. The assessment and recording procedures for pupils with SEN are good.

- The policy document for assessment, recording and reporting provides clear guidelines for teachers. All National Curriculum assessment requirements are fully met and due attention is paid to the SEN Code of Practice for Wales.
- A baseline assessment is used appropriately in the early years class which provides a sound base for the recording of individual childrens progress.
- Teachers know their pupils well and discuss regularly with each other the progress individual pupils are making. Class activities are well planned to ensure that pupils of all abilities have their individual needs met.
- Pupils' work is marked regularly and, in discussion with teachers, pupils set their own targets for improvement. These are at present general targets to improve presentation and

concentration. The school is beginning a process of encouraging pupils to assess their work themselves and to set specific individual targets to help them improve further.

- The school is assembling exemplar materials for each subject to make it clear the standards pupils should aim to achieve and to help teachers plan systematically what pupils should learn.
- The school analyses its assessment data carefully and makes comparisons to local and national data rigorously. The school sets appropriate targets for improvement.
- Progress in reading is regularly measured through standardised tests and is recorded. This information along with other assessment data is used to inform planning.
- Teachers record pupils' individual attainments and progress accurately; records of pupils' personal achievements have been recently introduced. The school carefully reviewed the performance of individual pupils and comparing the performance of boys and girls.
- Reports to parents conform to statutory requirement and give a clear indication of pupil progress; the school offers parents opportunities to discuss progress at any time as well as at two formal parents' evenings per year.

5.3 Curriculum

The quality and organisation of the curriculum are good. It is wide and interesting and includes all the subjects of the NC including religious education. The curriculum is accessible to all pupils including those with SEN. Arrangements are available if needed to provide appropriate support should the school have any pupils in the future who might have English as an additional language. Currently there are no "looked after" children at the school

- The educational provision for children under five is generally good and successfully promotes all the desirable outcomes for children's learning.
- The quality of planning for the development of key skills is a strength of the school and is particularly effective in KS2.
- There are appropriate arrangements within the geography curriculum for pupils to be made aware of the importance of sustainable development and of the links between the actions and decisions taken by different peoples across the world.
- There are very detailed plans and schemes of work in all subjects which give a clear guide to teachers to enable them to plan and teach effectively. There are very good links between subjects so that, for example, in the study of "The Canterbury Tales", where pupils experienced a rich and stimulating diversity of activities linked to this topic.
- There is very good provision for pupils with SEN and great care is taken to ensure that all pupils have equal access to what is being taught.
- There is a clear policy for setting homework which includes daily reading and activities which are closely linked to the work pupils are undertaking in their lessons.

- Provision for personal and social education is good and the richness of pupils' experiences is enhanced by a good range of educational visits both within the locality and further afield. For example, the close links with the National Trust and the Stackpole Study Centre greatly enrich pupils' learning. There is a good range of visitors to the school who also significantly add to the quality of the curriculum. These include those with experiences of World War II, farming and information technology.
- Provision for extra curricular activities is very good including a good range of team games and activities.
- The school has appropriately identified in its curriculum and organisation the needs of a small number of pupils who are gifted and talented.
- There is an appropriate policy which has been agreed to encourage racial harmony.
- The provision for pupils to learn about their local environment is good. However, opportunities are sometimes missed to develop pupils' understanding of the distinctiveness of the wider cultures and traditions of Wales. For example, during the inspection the work of Welsh artists and writers was under-represented in the curriculum. Although teachers' longer term plans identified this, these plans are not always put into practice.

5.4 Support, guidance and pupils' welfare

Provision for pupils' support, guidance and welfare is good.

- Children in the early years, and in both key stages learn in a warm caring and supportive environment. All staff show strong concern for pupils' well being, health and safety.
- All pupils have access to the learning opportunities offered during the school day and in out of school activities.
- Staff know the pupils well and are alert to their needs. Pupils are aware of the support provided by the staff and know they can approach them with any problems. Problems are treated in a caring sensitive manner.
- The school has appropriate and effective child protection procedures in place and all staff are aware of them. There are appropriate procedures for eliminating bullying and all forms of harassment.
- The headteacher regularly assesses health and safety aspects of the school buildings and grounds. Accidents are dealt with by qualified first aiders and are carefully recorded. Regular fire drills are carried out and there is adequate supervision at breaks and lunchtimes with an appropriate number of staff on duty.
- Health education is included in appropriate areas of the curriculum. The school has an appropriate sex education policy. This is taught within the science curriculum and is supported by the school nurse. Parents are invited to discuss what is taught with the school's teaching staff and the school nurse as part of these arrangements.

- Pupils have the opportunity to take on additional responsibilities through the school's house reward system and the newly established school council.

5.5 Provision for pupils with special educational needs (SEN)

The school makes very good provision for pupils with SEN. Pupils make very good progress towards the targets set in their individual education plans (IEP's).

- The school's policy for pupils with SEN reflects the requirements of the SEN Code of Practice for Wales.
- Twenty eight pupils are identified as having SEN; the school has a policy of early identification. Three of these pupils have a statement of special educational need. The school provides very good support at school action and school action plus by a combination of withdrawal and in class support from the SEN teacher. Support for pupils with statements is very good. Work in the withdrawal sessions is carefully linked to class work.
- The needs of pupils with SEN are well catered for in their own classes and there is a high level of differentiation of work and activities. The work set is well matched to the needs of the pupils.
- IEP's identify specific targets for each pupil; the IEPs are drawn up by the specialist teacher and the class teacher. The IEPs are regularly reviewed and evaluated; parents have the opportunity to discuss their child's progress and to contribute to the intervention. The Annual Reviews of pupils with statements of SEN satisfy statutory requirements.
- Nursery nurses and teaching assistants support the work of the teachers very well. Relationships between the support staff and pupils are very good.

5.6 Partnership with parents and community, schools and other institutions

The school's partnership with parents, the community and other institutions is very good and is a strength of the school.

- Parents are fully involved in the life and the work of the school, helping in the classroom, with extra curricular clubs, with school trips and with other major initiatives, for example helping build the school grounds and garden.
- Information provided for parents, particularly the school prospectus, is of a particularly high quality containing full information and guidelines about all aspects of school life.
- All the parents who replied to the inspection questionnaire agreed or strongly agreed that the school encourages parents to play an active part in the life of the school. They find it easy to approach the school with questions or problems. The majority felt that the school gives them a clear understanding of what is taught and that the school keeps them well informed about their child's achievement.

- The school's partnership agreement is a comprehensive document setting out the responsibility of school, parent and child, for the different aspects of school life. However not all parents have signed this.
- The governing body meets annually with the parents, many of whom come to the meeting.
- This school is very much at the heart of the local community. Many residents themselves are past pupils, and much good use is made of their experience and expertise to develop pupils understanding and to extend their knowledge.
- Pupils have good opportunities to learn about their own personal safety and health through, for example, regular visits from the community policeman and through visits to the local fire station.
- The Family of Schools to which the school belongs meets regularly with the headteacher of the receiving high school. Some very good joint curricular projects are now in place, for example with the mathematics and science departments of the high school. There is a very good relationship between all these schools.
- Pupils in Y6 are thoroughly prepared for life in the next phase of their education. They spend a 'Welcome Day' getting to know their teachers and working in class, for example in understanding a written task to aid the high school set the pupils in the correct classes, prior to transfer. They also have other opportunities to visit. The school rightly prides itself on the care it takes in ensuring a smooth transfer.
- The school has a good relationship with two local further education colleges. Some students spend time in school as part of their courses.

5.7 Partnership with industry

The school has good links with industry which have a benefit and impact on pupils' learning.

- People from many professions and occupations visit the school to talk about their jobs and their roles, for example the local doctor and an author. There is a particularly strong link with the nearby international oil company. Pupils have studied the impact of oil on the beaches and generous sponsorship is given to the school.
- Pupils have set up a fruit tuck shop and take responsibility for ordering the fruit, giving them an initial insight into the skills necessary to run a successful shop.
- Many local companies support the school, donating prizes for raffles or sponsoring games kit.
- The school has only limited contact with the local Educational Business Partnership (EBP). One teacher has attended a course sponsored by the business partnership and no teacher currently in the school has undertaken a placement in industry.

6. MANAGEMENT

6.1 Quality of self-evaluation and planning for improvement

Procedures for self evaluation and planning for improvement are good.

- Policies are in place for all NC subjects and religious education. Policies for personal, social and health education and sex education have been approved. These are reviewed regularly.
- National and local data are well used to compare the school's performance with other schools.
- The roles of subject co-ordinators have been developed since the last inspection and they together with the headteacher, identify targets for improvement in their areas of responsibility. The subject coordinators monitoring role is satisfactory. Co-ordinators have begun to assemble subject portfolios where pupils' work is levelled.
- The headteacher has effectively begun to develop the role of the governors; they are very supportive of the school and have an increasing involvement in the self evaluation process.
- The School Development Plan (SDP) is of good quality. It has appropriate long, medium and short term targets. The headteacher, governors and staff contribute to its preparation. The SDP outlines the schools priorities, time scales, personnel responsible and costs.
- Progress towards the targets set in the SDP and the implementation of plans are regularly monitored by the headteacher and governors.

6.2 Leadership and efficiency

The quality of leadership and efficiency provided by the headteacher working closely with the deputy headteacher, are very good and provides a very clear sense of direction to the work of the school. They are promoting high standards. Governors provide good leadership.

- The headteacher, who has been in post for nearly a year, has successfully built on previous good practice to ensure all staff share a strong sense of commitment to the school and have high expectations of pupils.
- The headteacher has carefully and accurately identified the long-term strategic needs of the school and has put in place well thought out plans to raise standards further.
- Staff are hard working and there are sound procedures in place for the headteacher and co-ordinators to evaluate the success of teaching and learning. This has been particularly successful in the introduction of strategies for the teaching of literacy. In other subjects, the co-ordinators have yet to have the same opportunities to look at first hand at the success of the initiatives they are pursuing and to see how agreed ways of working are followed in practice.

- Administrative procedures are very good and unobtrusive. Daily routines are very effective and available resources are carefully used and managed.
- There is a detailed and relevant statement of the school's aims. These aims are very evident in the way the school is organised. There is a calm and purposeful atmosphere where individuals are valued and their successes are warmly recognised.
- The Chair of Governors, who is also newly appointed, is well informed and provides an energetic and pragmatic lead to governors. There is close co-operation between the governing body and the school. Recent initiatives have led to a healthy discussion between governors, parents and staff about the longer term objectives for the school. This has helped to inform the school's development plan which is accurately focused on the needs of the school. It is well constructed and is a useful working document.
- Governors have a good understanding of how to judge the success of their spending decisions and have well established procedures to ensure that their decisions produce best value for money.

6.3 Staffing, accommodation and learning resources

Staffing, accommodation and learning resources are good overall.

- The school has an adequate number of teaching and non teaching staff. They are appropriately qualified and experienced and are deployed effectively.
- Teaching staff have access to appropriate training; this is guided by the requirement of the SDP.
- The performance management process is established; the headteacher and all teaching staff have agreed targets for improvement.
- All staff have an agreed job description and teaching staff have responsibility for one or more areas of the curriculum.
- Classroom support staff make an effective contribution to standards achieved by pupils; good support is received from the caretaker and lunchtime supervisors and the day to day administrative tasks are carried out effectively by the school secretary.
- The school premises provides sufficient space for teaching and learning. Classroom space is used effectively. The school has recently been able to provide dedicated areas for SEN and music.
- Displays reflect the high value teachers place on pupils' work. However, the work of Welsh artists, writers and composers is insufficiently reflected in displays.
- The accommodation for children under five is used well to ensure coverage of and provision for the six areas of learning and experience. However, the pupils experiences are marred by the worn appearance and state of disrepair of some of the furniture and resources.

- The condition of the outside temporary classroom is unsatisfactory. It is unsightly and in need of re-decoration.
- The school is accessible for wheelchair users and an appropriate disabled toilet facility is provided.
- Outdoor facilities are adequate for pupils in KS1 and KS2. The school has made an attractive garden area, which is well used. Outdoor facilities for children under five are good.
- The amount and quality of learning resources are good. The library is well stocked with fiction and non fiction books. The recent relocation of the library has improved pupils' access to reference books.
- The school has a wide range of artefacts and software which are easy to access.
- All the classrooms have at least two personal computers. Four laptop computers are used to provide additional access. Older pupils have access to an interactive whiteboard.

7. SUBJECTS AND AREAS OF LEARNING

Standards achieved by pupils

Provision for the under-fives

The school has a nursery and reception class where children share the same facilities and are taught by the same teacher and support assistants. Children generally enter the nursery when they are three years of age. There are 9.5 full time equivalent nursery children aged between three and four years, five of these attend on a part-time basis. Fifteen children attend the reception class. Children enter the reception class in the September of the year in which they will be five. Generally children begin the nursery with average levels of basic skills.

- The overall quality of the educational provision for children under five is appropriate to their needs and pupils are making good progress to meet the Desirable Learning Outcomes for children's learning. The school successfully promotes all of the Desirable Outcomes for children's learning. However the condition of some furniture and learning resources is in need of improvement. By the time children leave the reception class to begin KS1 all are ready to begin the NC and make sound progress.
- Children in the nursery and reception class achieve good standards in language and literacy, personal and social development, knowledge and understanding of the world, physical development, creative development and mathematical development.
- The teaching in the nursery and reception is based on a good understanding of the needs of children of this age and work is well matched to the children's stages of development, with close teamwork between the teacher and support staff, resulting in a happy, secure environment. Detailed records of what children know and can do are carefully kept to ensure that the children learn in a systematic way.

Language, Literacy and Communication Skills

Good features

- Language skills are well developed in the nursery.
- Children in the nursery talk confidently and listen well.
- Children in reception have a good vocabulary and speak fluently. They are able to recognise the sounds letters make and some are making good progress with their reading. All know that print carries meaning.
- Children in the nursery are able to question sensibly and to give sensible explanations.
- Children in the reception class are able to speak confidently and are aware of the audience they are addressing.

Shortcomings

- Opportunities to copy incidental Welsh are limited and as a result few are able to use and understand simple phrases and instructions in Welsh.

Personal and Social Development

Good features

- Pupils' personal and social development is well planned so that children are able to work, play and co-operate successfully.
- All are made to feel important and to learn to care for each other.
- Children in the nursery relate well to their friends and to adults. Children in the reception class show an awareness of the needs and feelings of others.
- Children in the nursery show concern for living things and the world around them.
- Children in reception have a good understanding of what is right and wrong.

Shortcomings

There are no significant shortcomings.

Mathematical Development

Good features

- There are well taken opportunities for children to explore everyday mathematical materials and children are beginning to order, count, sort and match.

- By the end of the reception class children are beginning to count up to ten and are beginning to develop a sense of shape, weight and size.
- Children in the nursery use number names accordingly.
- Children in reception are able to use ‘more’ and ‘less’ confidently and accurately.
- Children in the nursery use appropriate shapes to make models and pictures.
- Children in the reception are able to recognise and recreate simple patterns.

Shortcomings

There are no significant shortcomings.

Knowledge and Understanding of the World

Good features

- There are good opportunities for children in the nursery and reception to extend their knowledge and understanding of the world and to use the local environment and school grounds. Children are curious and are able to explore the qualities and behaviour of different materials well.
- Children in reception listen with good levels of concentration, they are able to recall which products come from different countries accurately.
- Children in the nursery are interested in why things happen and are able to recall some important things which have happened to them.
- Children in the reception are beginning to learn how to operate simple IT equipment for themselves.
- Children in the reception are curious and examine objects carefully.
- Children in the nursery are able to sort objects by their features.
- Children in the reception are able to question why things happen.

Shortcomings

There are no significant shortcomings.

Physical Development

Good features

- There is a good range of resources and materials to support children’s learning as well as a well set out, dedicated outdoor play area.

- Nursery and reception children make generally good use of the facilities available to encourage physical development.
- Children in the nursery and reception climb, push and pull confidently and show good control and an awareness of the need to behave sensibly and to avoid accidents.
- Children in the nursery are able to use movement well to express their feelings. Pupils in the reception move with good control and co-ordination.
- In the reception pupils have a growing awareness of themselves and of others.
- Children in the nursery are aware of the impact of exercise on their bodies.
- Children in the reception use a range of small and large equipment sensibly.

Shortcomings

There are no significant shortcomings.

Creative Development

Good features

- Children's' creative development is good and children in the reception know how to use colour and line to enclose space and paint with confidence. They use a range of materials for cutting, sticking, pasting and making things.
- Older children often produce colourful pieces of work which are well displayed.
- Children in the nursery are beginning to explore how to mix colours when painting.
- Children in the reception class use their imaginations well when painting.

Shortcomings

There are no significant shortcomings.

English

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

Good features

- Standards of achievement in speaking and listening are good in KS1 and very good at KS2. In KS1 and KS2, pupils talk confidently to adults, they listen carefully and discuss their ideas fluently.

- In KS1, pupils discuss their likes and dislikes confidently including for example their favourite stories and books. In KS2, many pupils have well developed vocabulary for example, when discussing the characters in the “Canterbury Tales”.
- Pupils question and seek explanations confidently.
- In KS2, pupils express opinions well and take the views of others into account, for example when discussing alternative scenarios to how “Toad” might escape from Justice in the “Wind in the Willow.”
- In reading, pupils in KS1 have a secure knowledge of the sounds letters make and have a good range of strategies to pronounce unfamiliar words.
- Pupils in KS1 and KS2 enjoy reading. They are able to explain their likes and dislikes in the books sensibly. In KS1 pupils know and are familiar with a good range of stories and poems. They know how to use an index to help them find out information.
- Pupils in KS2 read well and have a secure understanding of books they have read previously. They generally read aloud confidently and often with expression. They use reference books quickly and efficiently to find out information and have well developed skills in using the Internet and CD-ROMS to obtain information.
- Pupils in KS1 record their ideas accurately and independently. They are able to write imaginative stories using simple narrative forms and record simple processes and observations.
- Pupils in KS2 take good advantage of the many opportunities provided to write for different purposes and in different styles. They know the conventions of writing a play, poetry and direct speech. They are able to re-draft and improve their efforts carefully.
- They write in a fluent legible style and take a pride in presenting their work neatly.

Shortcomings

- Many pupils in KS1 do not know how to hold pencils appropriately to enable them to write neatly. As a result pupils in KS1 do not form their letters correctly.
- By the end of Y2 very few pupils are able to write in a joined style.

Mathematics

Standards of achievement are good in KS1 and KS2.

Good features

- In KS1, pupils make good progress in numeracy; they recognise number symbols and read, write and order numbers correctly.

- Pupils in KS1 understand odd and even numbers and can identify number patterns such as twos, fives and tens.
- Older pupils in KS1 know the value of coins and can calculate costs of items and the change needed.
- Pupils know the names of 2D and 3D shapes and can describe the differences between them; they can correctly identify shapes that are symmetrical.
- Pupils in KS1 collect information such as favourite foods and create simple graphs of their findings.
- In KS2, pupils further develop their number skills; they can count on or back and recognise and extend number sequences correctly.
- They understand that fractions and decimals are part of the whole and use the correct vocabulary such as numerator and denominator to describe the fraction.
- Pupils can choose the correct unit to measure length, mass, and time; they can calculate areas and the perimeter of regular shapes. More able pupils can accurately measure angles.
- In Y5 and Year 6, pupils collect data from a variety of sources including the internet; they can calculate the range, mode and median to measure the average. Pupils can represent their findings in a variety of ways for example, bar graphs, line graphs and pie charts.

Shortcomings

There are no significant shortcomings.

Science

Standards of achievement are good in KS1 and KS2.

Good features

- In KS1, pupils can describe materials and sort into groups; they know that some materials can be changed by bending and twisting and how some materials change when heated and cooled.
- They build electrical circuits and know that if the circuit is broken, the bulb will not light. Drawings of circuits are clear and accurate.
- Pupils can accurately describe the differences between living and non living things.
- Pupils carry out simple investigations; they record their findings in words and pictures and are beginning to understand what makes a fair test.

- In KS2, pupils confidently build more complex electrical circuits; they understand that an increase or decrease in power affects the brightness of the bulbs; they use a systematic approach to troubleshoot when a circuit does not work.
- Pupils can group living things such as insects, birds and amphibians according to physical features. They use keys to classify living things found in the school grounds and can describe the conditions they need to live.
- Pupils have good investigative skills; they work co-operatively in groups and have a firm understanding of what constitutes a fair test. They are increasingly able to predict and draw sensible conclusions based on previous learning.
- Written work is well presented and pupils use diagrams, charts and graphs to illustrate their work. They make good use of the computer to collect information and present their findings.

Shortcomings

There are no significant shortcomings.

Welsh second language

Standards of achievement are satisfactory in KS1 and KS2.

Good features

- KS1 pupils know and use simple greetings; they listen attentively to a familiar voice and respond appropriately with clear pronunciation.
- With teacher support, they read and understand simple Welsh stories.
- Pupils in KS2 have a growing range of Welsh vocabulary; they can count up to 20, they know their colours, countries, and parts of the body. They sing and recite a range of Welsh songs and poems.
- Pupils read aloud their own work and simple printed texts and write phrases and short sentences within a given context.

Shortcomings

- Pupils are unable to recall a sufficient range of phrases and sentence patterns to sustain a basic conversation.
- The limited use of incidental Welsh throughout the school together with the timetabling of Welsh for one session a week do not allow pupils to extend their verbal skills.

Design and technology

Standards of achievement are satisfactory in both key stages.

Good features

- Pupils in KS1 are able to follow simple instructions and are beginning to work to their own designs. They take an active part in the planning process.
- Pupils in KS1 appreciate how to use materials to produce different effects.
- Pupils in KS 1 are able to evaluate their own efforts, for example when making a fridge magnet. They make sensible suggestions on how to improve it.
- Pupils in KS1 and KS2 use a variety of materials and resources confidently.
- Older pupils in KS2 are able to design and make a variety of moving models using wheels, axles and power sources.

Shortcomings

- Pupils' making skills are underdeveloped because in both key stages pupils do not have enough practical work in which they can practise the making skills required and use simple tools to make and assemble to their own designs.

Information technology

Standards of achievement are good in KS1 and KS2.

Good features

- From KS1, pupils use equipment competently and confidently in a range of different subjects. They are able to retrieve and store their work. Older pupils use hardware and software including the Internet independently and have very well developed skills. They explain what they are able to do clearly.
- Older pupils in KS2 use their skills to produce finished work of a high quality, for example when putting together an interactive programme about the school and the village. In KS2 pupils are able to seek out information and then add to their previous work confidently and accurately.
- Older pupils in KS2 use their word processing skills well to publish newsletters.
- Younger pupils in KS1 and KS2 are able to program control devices accurately and give directional commands to enable these devices to move in planned ways.
- Pupils are able to collect and interpret data accurately.

Shortcomings

There are no significant shortcomings.

History

Standards are satisfactory in KS1 and good in KS2.

Good features

- Pupils use the local area and resources to understand the past well. Visitors to the school allow pupils to hear at first hand and seek information. They ask pertinent questions about past times, for example what it was like to be an evacuee.
- Pupils have good opportunities through history to use IT, for example in putting together a website CD-ROM for their school, they use IT to find out information about the past and to store it.
- Pupils in KS2 have a good understanding of life in the Stuart period and how the people of Haverfordwest survived an outbreak of the plague in 1652.
- Pupils have a good understanding of how the past has shaped the local area for example in the destruction of farm land in 1939 to create the nearby firing range for the army.

Shortcomings

- In KS1 pupils' knowledge of significant characters from Welsh history is limited.

Geography

Standards of achievement are good at both key stages.

Good features

- In KS1, pupils have a growing knowledge of the area in which they live; their understanding is enhanced by visits and they use correct geographical terms to describe local features.
- Pupils use plans and simple maps carefully to mark out directions.
- They observe and collect information for study for example, types of houses, now they travel to school and they present the information using drawings and graphs.
- In KS2 their studies of the local area are extended and pupils confidently compare Stackpole with other areas in Pembrokeshire; they can describe the similarities and differences between the areas studied.

- Pupils know how people can affect the environment; in Y3 and Year 4 they investigate how the local area has been affected by landfill sites and understand what can and cannot be recycled. They confidently express their views on why areas must be safeguarded for the future.
- Older pupils can compare and contrast their lifestyles with the people in a less developed country; they show great insight into the plight of the poor in Calcutta.

Shortcomings

There are no significant shortcomings.

Art

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

Good features

- In KS1 pupils produce satisfactory drawings from direct observation. They show confidence in describing shape, pattern and texture.
- In KS1 pupils use colours confidently. More able pupils mix colours to match tones carefully.
- Pupils use pencil, paint and textiles to produce drawings and collage to enhance the presentation of work in other curricular areas.
- In KS2, pupils make good use of sketchbooks to experiment with line, tone, pattern and texture.
- In KS2 pupils copy the methods and styles of famous for example, Pointillism.
- Pupils work successfully with visiting artists such as weavers and sculptors and as a result make attractive objectives in two and three dimensions.

Shortcomings

- Pupils in KS1 have limited understanding of the work of Welsh artists.

Music

Standards of achievement are good in KS1 and KS2.

Good features

- In both key stages, the quality of singing is good, and this helps to enhance the quality of collective worship. Pupils sing a broad range of songs with confidence and enthusiasm. The school choir has been successful in many festivals and competitions.

- Pupils in KS1 explore and use a range of tuned and untuned instruments well; they can copy rhythms and create and organise sounds in response to stories such as Peter and the Wolf.
- In KS2, pupils play a widening range of instruments. All pupils learn to play the recorder and many pupils learn to play instruments such as clarinet, violin and trombone well. The school has a successful orchestra and is well supported by teachers from the peripatetic music service.
- Older pupils improvise and arrange music sensitively to produce a specific mood; e.g. pupils worked co-operatively to compose music to symbolise peaceful, stormy atmospheres.

Shortcomings

There are no significant shortcomings.

Physical education

Standards of achievement are good at the end of both KS1 and KS2. There are appropriate opportunities for pupils to take part in a variety of team games and athletics activities.

- Younger pupils in KS1 catch and throw over short distances accurately and judge the amount of effort needed well.
- Pupils respond readily to instructions and carry equipment with care. They recognise the effects of exercise on their bodies and understand the importance of ‘warming up’ before and ‘cooling down’ after exercise.
- Older pupils in KS2 improve their overall performance in athletic activities by identifying and practicing specific techniques, for example when jumping and running.
- Pupils in KS2 follow the rules of simple throwing and striking games and understand the importance of tactics.
- Pupils enjoy evaluating their own and other’s performances and are keen to improve on previous efforts.
- Older pupils swim well and many achieve good results.

Shortcomings

There are no significant shortcomings.

Religious education

Standards of achievement are good in KS1 and KS2. The school follows the Local Agreed Syllabus for religious education.

Good features

- Pupils in KS1 accurately recall stories from the bible, particularly those involving the life of Jesus. They can relate these to special events in their own lives and understand that celebrations are sometimes linked to people's religious beliefs.
- They know that there are different places and ways in which Christian worship, they visit their local church and write about their thoughts and feelings expressively.
- Pupils understand that there are different religions in the world.
- In KS2 pupils extend their knowledge of Bible stories and by the end of the key stage can accurately explain their relevance to modern day life.
- Pupils' knowledge and understanding of religions other than Christianity is consistently enhanced by the study of artefacts, visits to synagogues and mosques and the re-enactment of festivals such as Pesach, which enables them to identify the main features of the beliefs of others.
- Throughout KS2 pupils are able to appreciate the symbolic nature of religious celebration; their studies are well supported by the daily act of worship.

Shortcomings

There are no significant shortcomings.

8. SCHOOL IMPROVEMENT

8.1 Progress since the last inspection

When Stackpole school was inspected in November 1997, the school was required to address a number of diverse key issues. Overall these have been well addressed.

- Since the last inspection, standards of attainment in design and technology have improved. They are now satisfactory. There is, however, still work to be done in increasing the amount of practical work in which pupils are able to learn how to apply their making skills and how to use simple tools.
- Standards in IT are now good and the skills of IT are well used in other subjects.
- The issues relating to health and safety have been thoroughly addressed.
- The school development plan is now a well thought out and helpful working document.

- The roles of co-ordinators have been increased and all now help to review the standards pupils achieve. However, while the co-ordinator for English has had good opportunities to work with other teachers to look at the success of teaching and learning at first hand, these opportunities have not yet been extended to other co-ordinators. The school has plans to address this.
- The school had adopted and ratified its sex education policy.

8.2 Key issues for action

The governing body, headteacher and staff with the help of the UA should:

- (1) raise standards where they are satisfactory in KS1 in English, art and history and in KS1 and KS2 in Welsh as a second language and design technology.
- (2) strengthen the provision for Cwricwlwm Cymreig to enable pupils to be better aware of the importance of the language, literature, art, music and the history and life of Wales and
- (3) improve the adequacy and appearance of some furniture and resources in the nursery and reception class, and the appearance of the temporary classroom.

APPENDIX

A. Basic information about the school

Name of School	Stackpole VC School
School type	Voluntary controlled
Age -range of pupils	3-11
Address of school	Stackpole Pembroke Pembrokeshire
Post-Code	SA71 5DB
Telephone Number	01646672234

Headteacher	Mr Peter Evans
Date of appointment	September 2002
Chair of Governors/ Appropriate Authority	Mrs Charlotte Pattenden
Registered Inspector	Mr Peter Mathias
Dates of inspection	7 th – 9 th July 2003

B. School data and indicators

<i>Number of pupils in each year group</i>									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	9.5	16	16	11	15	24	16	22	128.5

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	6	1	6.2

<i>Staffing information</i>	
Pupil:teacher (fte) ratio (excluding nursery and special classes)	20:1
Pupil:adult (fte) ratio in nursery classes	n/a
Pupil:adult (fte) ratio in special classes	n/a
Average class size, excluding nursery and special classes	24
Teacher (fte) : class ratio	1.2:1

<i>Percentage attendance for three complete terms prior to the inspection</i>				
	R	KS1	KS2	Whole School
Term 1	93.5	94	95	94
Term 2	91	94	92	92
Term 3	95.7	91.5	96.3	95

Percentage of pupils entitled to free school meals	6%
Number of pupils excluded during 12 months prior to inspection	0

C. Results of National Curriculum assessments and public examinations

END OF KEY STAGE 2: 2003

National Curriculum Assessment KS 2 Results: 2003			Number of pupils in Y6: 21									
Percentage of pupils at each level												
			D	A	B	W	1	2	3	4	5	6
English	Teacher Assessment	School						10	10	28	52	
		National					1	6	17	46	30	
	Test/Task	School						9	5	24	62	
		National	2	1	1			5	12	41	38	
Mathematics	Teacher Assessment	School						4	10	62	20	4
		National					1	4	19	47	27	
	Test/Task	School						4	4	63	29	
		National	5	1	1			4	19	43	30	
Science	Teacher Assessment	School						4	10	38	48	
		National						2	13	50	33	
	Test/Task	School							14	29	57	
		National	2					1	10	47	38	

* comparative figures are for 2002

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by Teacher Assessment		by Test	
In the school:	81	In the school:	86
In Wales:	70	In Wales:	68

- A Pupils who have failed to register a level because of absence
- N For Tests: Not enough marks for level to be awarded
For TA: No level submitted by the school (includes missing results)
- B Pupils not entered for tests because they are working outside the levels of the tests
- W Pupils who are working towards level 1

D. Evidence base of the inspection

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

- Pre-inspection meetings were held with the headteacher, staff and governing body.
- 28 parents attended a meeting with the Registered Inspector.
- Forty three questionnaire responses were analysed and summarised.
- All documentation submitted by the school was analysed and discussed,
- including the school development plan, policy and curriculum documents and teachers' planning files.
- Pupils were observed as they arrived and departed from school and during the mid-day and other breaks.
- At various times during the day, inspectors took the opportunity to talk to pupils and to discuss their work.
- Thirty four lessons or part-lessons were observed.
- Pupils were heard reading and were examined in their knowledge and understanding of all subjects.
- A wide range of pupils' written work and other work was examined in each class.
- Inspectors discussed pupils' work with class teachers and examined assessment records.
- Discussions were held with the headteacher and staff.
- The work of pupils with special educational needs was examined.
- Minutes of meetings and documents relating to the financial management of the school were scrutinised and discussed.
- Budget figures were examined and discussed with the headteacher.
- Attendance and pupils' records were inspected.
- Inspectors attended acts of collective worship.
- There were post inspection meetings with the headteacher, staff and the governing body.

E. Composition and responsibilities of the inspection team

Team Member	Subject Responsibilities	Aspect Responsibilities
Mr P Mathias (RgI)	Under fives English History Information technology Design and technology Physical education	The school and its priorities Main findings Standards of achievement by pupils Curriculum Leadership and efficiency Progress since the last inspection Key issues for action
Mrs R Boardman (Lay Inspector)		Attitudes and behaviour Attendance Partnership with parents and the community Partnership with industry
Mrs A Neal (Team Inspector)	Welsh second language Mathematics Science Geography Art Music Religious education	Standards in key skills Pupils' spiritual moral social and cultural development Assessment, recording and reporting Support guidance and pupils' welfare Special educational needs Self evaluation and planning for improvement Staffing, accommodation and learning resources

The registered inspector and team wish to thank the governors, headteacher, staff and pupils for their co-operation and courtesy before and during the inspection.