

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

**Stepaside C. P. School
Carmarthen Road
Kilgetty
Pembrokeshire
SA68 0UG**

School Number: 6682260

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by

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- * secondary schools;
- * special schools;
- * pupil referral units;
- * independent schools;
- * further education;
- * adult community-based learning;
- * youth support services;
- * LEAs;
- * teacher education and training;
- * work-based learning;
- * careers companies; and
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Stepaside C. P. 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 Stepaside C. P. School took place between 20/03/06 and 22/03/06. An independent team of inspectors, led by Margaret Elizabeth Morgan 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:

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

"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 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	Y 1	Y 2	Y 3	Y 4	Y 5	Y 6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y 7	Y 8	Y 9	Y 10	Y 11	Y 12	Y 13
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

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Context

The nature of the provider

1. Stepaside C. P. School is situated in the village of Kilgetty close to Tenby. At the time of the inspection there were 156 pupils on the school roll including 16 part-time nursery children. This number is an increase of approximately 20 pupils from the time of the last inspection in March 2000. Nursery children are admitted to the school at the beginning of the term following their third birthday. The area surrounding the school is neither prosperous nor economically disadvantaged.
2. All pupils come from English speaking homes. However, approximately three per cent of pupils come from a mix of White and Black Caribbean and other ethnic backgrounds. Just over nine per cent of pupils are entitled to receive free school meals. This is a reduction from the last inspection and is below the Local Education Authority (LEA) and national averages. Pupils' ability on entry is similar to the LEA average. There are 40 pupils who have been identified as having special educational needs (SEN) including one who has a statement of SEN. This figure is above the national average. The National Curriculum is not modified or disapplied for any pupil.
3. There are the equivalent of 7.1 full-time teachers and an additional six part-time teaching assistants on the staff. In recent years, the school has received the 'Basic Skills Agency Quality Mark', the 'Healthy Schools Award', the 'Blake Shield Award' (for environmental work) and the 'Bronze Sustainability Award' for Pembrokeshire schools.

The school's priorities and targets

4. At Stepaside C. P. School, the governing body's central role is:
 - 'The raising of standards by providing a high quality education in a school where children come first'.
5. It also has four principle priorities in its mission:
 - 'To get the best from every pupil and help them achieve their maximum potential.
 - To put the education of our pupils first and strive for continual improvement.
 - To strive to achieve this in a friendly, well-disciplined and caring, working environment.
 - To create a school that the whole community can be proud of.'
6. The main targets in the school development plan include planning for the Foundation Phase, continuing the Forest School Initiative, working towards the 'Sustainable Schools Award', introducing the 'Children's University Scheme' and establishing robust self-evaluation procedures.

Summary

7. Stepaside County Primary School is a good school with some outstanding features in its care and support for pupils and also its use of resources. Standards of attainment are good. Overall, regardless of their social, ethnic or linguistic background, pupils make good progress and they all achieve well.

Table of grades awarded

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 2
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

Areas of Learning For Under-fives Nursery and Reception

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

Grades for standards in subjects inspected

Subject	Key Stage 1	Key Stage 2
English	Grade 2	Grade 2
Mathematics	Grade 2	Grade 2
Welsh Second Language	Grade 3	Grade 3
Art	Grade 2	Grade 2
Music	Grade 2	Grade 2

8. The overall quality of provision for the under-fives is appropriate to their needs and pupils are making good progress towards the Desirable Outcomes for Children's Learning. Pupils with additional learning needs including those with SEN achieve well relative to their age and ability. The vast majority of pupils achieve the targets they are set in English, mathematics and science at the end of key stages 1 and 2.
9. The under-fives and pupils in key stages 1 and 2 reach good levels in the key skills of literacy and numeracy. Throughout the school, pupils' information and communication technology (ICT) skills are very good and an exceptional feature. Under-fives' bilingual skills are good. In key stage 1, pupils' bilingual skills have good features that outweigh shortcomings. However, key stage 2 pupils use of their bilingual skills has some good features but there are shortcomings in important areas.
10. Baseline data indicates that pupils start the reception year with scores broadly similar to the LEA and other authorities' average. End of key stage 1 statutory assessment results in recent years have been above LEA and national averages in the three subjects of English, mathematics and science. In each of the subjects, the number of pupils who achieve the higher than expected level 3 is above the average.
11. Key stage 2 results in mathematics and science have also been high in recent years. They have generally exceeded both local and national averages. Since the time of the previous inspection, results in English have improved the most. When taken over a five-year period, they remain above LEA and national averages. However, in the last three years, English results have been just below average.
12. All pupils make good progress towards fulfilling their potential and are ready and enthusiastic about moving on to the next stage of their learning. Older pupils are aware that there are expectations for the end of key stage 2 attainment. However, throughout the school, pupils have no specific knowledge about their personal targets and what precisely they need to do to improve the quality of their work.
13. Pupils' personal, social and learning skills are developing well. Their attitudes to work are good. Most respond with enthusiasm during lessons, are well behaved and show high levels of self-discipline. There is an atmosphere of mutual respect, and relationships are good.

The quality of education and training

14. During the inspection, the quality of teaching observed in lessons was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
6%	59%	32%	3%	0%

15. The overall quality of teaching is good throughout the school. Particularly in under-fives and key stage 1 classes, teachers stimulate and challenge pupils to do well. Teachers and teaching assistants intervene effectively to support pupils who require additional support. Teachers are fair and are very successful in treating pupils equally, irrespective of their gender, race or ability.
16. An outstanding feature is teachers' subject knowledge and their awareness of recent developments in education. Teachers make valiant efforts to include bilingual words and phrases in their teaching. In under-fives classes, this is successfully accomplished but in key stages 1 and 2, there are some shortcomings.
17. The quality of assessment, recording and reporting is good throughout the school. Work is marked regularly but does not consistently include comments to remind pupils about what they need to do to improve. Teachers do not routinely ensure that pupils understand the purpose of assessment. The quality of reports is good. The school operates an 'open door' policy and parents are welcome to discuss any issues at mutually agreed times. However, a minority of parents feel they are not sufficiently well informed and express the wish to have more information about their children's progress.
18. The school's response to pupils' learning needs is good, with no important shortcomings. The curriculum is broad, relevant, well balanced, and fully meets statutory requirements. Out-of-hours learning experiences, including off-site activities, broaden and enrich pupils' experiences in an outstanding way. Pupils' awareness and understanding of sustainable development and global citizenship are outstanding. Sustainable development is very much embedded into the school curriculum. Provision to ensure that pupils develop an awareness of the culture and heritage of Wales through *Y Cwricwlwm Cymreig* is good. The school reflects priorities for lifelong learning very well and it plays an integral part in community life.
19. Pupils are cared for and supported extremely well in a supportive, safe and happy environment. The school has a very positive ethos, and all pupils are valued and included. The school plans and manages care arrangements in an outstanding way; it seeks the help and guidance of external agencies when required. Provision for pupils with additional learning needs including those with SEN are good.

Leadership and management

20. Leadership and management are good in the school. Aims and principles ensure a sense of purpose and well being that encourage high standards. The school is committed to the principle of lifelong learning and hosts many community-learning initiatives for all ages. There is a common sense of purpose among members of staff.
21. The school takes very good account of local and national priorities. For example, it has a very well established 'Forest School' programme and has been involved for many years in Basic Skills Agency work to promote better standards in literacy

and numeracy. Very good links have been established with other schools, including schools in America and Ireland as well as neighbouring primary and the local secondary schools.

22. Governors meet their responsibilities well. They meet statutory requirements and many are regularly involved in the life of the school. Governors have a good understanding of their responsibilities and help to set the strategic development of the school.
23. Overall, self-evaluation arrangements are appropriate. Governors and members of staff have a good understanding of how the school performs in English, mathematics and science. Annual reviews produced by curriculum coordinators tend to be generic and do not focus sufficiently on strengths and shortcomings in standards and quality.
24. The school makes good efforts to seek out and take account of the views of a range of different individuals and groups. Through the School Council, pupils have good opportunities to express their opinions. Parents are welcome at the school at any mutually convenient time but, recently, there have been no formal processes in place to ascertain their views. Leaders and managers manage the budget very well and the school offers good value for money. It makes good use of the resources available and very good use of the local environment.
25. The school development plan is a clear, unambiguous document. It clearly identifies key areas for development. The self-evaluation report prepared for the inspection is a precise document that clearly identifies the main strengths and shortcomings of the school. The grades awarded by the school match those made by the inspection team in five out of the seven key questions. Where they differed, the inspection team allocated one grade higher. The priorities identified as requiring further development are similar to those identified by the inspection team.
26. Actions taken since the previous inspection have resulted in an improvement in standards and provision. Each of the action points produced to address the key issues identified during the last inspection have been completed but some more effectively than others. However, overall progress of the school has been good.

Recommendations

In order to maintain its good standards, the staff and governing body need to:

- R1 maintain the very effective links already established with local and international organisations including the 'Forest School Initiative' in order to broaden pupils' knowledge and understanding; **
- R2 improve standards in Welsh second language, including pupils' bilingual skills and address the minor shortcomings identified in other subjects;
- R3 ensure greater involvement by pupils in assessment processes; **

R4 continue to develop alternative strategies for communicating with parents. **

Those recommendations marked with ** have already been identified by the school for further development.

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

27. The inspection team agrees with the school's evaluation of this key question.
28. Standards of attainment are good in Stepaside C. P. School. Overall, regardless of their social, ethnic or linguistic background, pupils make good progress and they all achieve well.
29. Standards in the subjects and areas of learning inspected are as follows:

Areas of Learning For Under-fives Nursery and Reception

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

Grades for standards in subjects inspected

Subject	Key Stage 1	Key Stage 2
English	Grade 2	Grade 2
Mathematics	Grade 2	Grade 2
Welsh Second Language	Grade 3	Grade 3
Art	Grade 2	Grade 2
Music	Grade 2	Grade 2

30. During the inspection, standards in the lessons observed were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
4%	63%	33%	0%	0%

31. Standards of achievement in the lessons observed are similar to Welsh Assembly Government (WAG) all-Wales targets requiring that by 2007, 98 per cent of standards should be satisfactory or better (Grade 3) and 65% good or better (Grade 2).
32. The overall quality of provision for the under-fives is appropriate to their needs and pupils are making good progress towards the Desirable Outcomes for Children's Learning. The nursery and reception classes are stimulating learning environments where children quickly settle into school and engage readily in a

wide range of activities. The development of their knowledge and understanding of the world is very good.

33. Pupils with additional learning needs, and those with SEN, achieve well relative to their age and ability. The vast majority of pupils achieve the targets they are set in English, mathematics and science at the end of key stages 1 and 2.
34. The under-fives and pupils at key stages 1 and 2 reach good levels in the key skills of literacy and numeracy. Throughout the school, pupils' ICT skills are very good and an exceptional feature. Under-fives' bilingual skills are good. In key stage 1, pupils' bilingual skills have good features that outweigh shortcomings. However, key stage 2 pupils' use of their bilingual skills has some good features but there are shortcomings in important areas.
35. Baseline data indicates that pupils start the reception year with scores broadly similar to the LEA and other authorities average. Children's scores are above average in mathematics but below average in language development.
36. End of key stage 1 statutory assessment results in recent years have been above LEA and national averages in the three subjects of English, mathematics and science. In each of the subjects, the number of pupils who achieve the higher than expected level 3 is above the average.
37. When compared with similar schools (those schools with between nine and sixteen per cent of pupils entitled to receive free school meals), key stage 1 results in 2005 were just below the upper 25 per cent in English and science and in the upper half for mathematics.
38. Key stage 2 results in mathematics and science have also been high in recent years. They have generally exceeded both local and national averages. The percentage of pupils achieving the higher level 5 has been similar to the average in both subjects. Since the time of the previous inspection, results in English have improved the most. When taken over a five-year period, they remain above LEA and national averages. However, in the last three years, English results have been just below average.
39. When compared with similar schools, (those with a similar percentage of pupils entitled to receive free school meals) the school's 2005 key stage 2 results were between the average and the lower 25 per cent in English, mathematics and science. There is no significant difference between boys' and girls' attainment.
40. As pupils move through the school, they gradually acquire new knowledge and skills both in the core subjects and in other subjects such as information technology, music and aspects such as sustainable development. They make good progress towards fulfilling their potential and are ready and enthusiastic about moving on to the next stage of their learning.
41. Older pupils are aware that there are expectations for their end of key stage 2 attainment. However, throughout the school, pupils have no specific knowledge

about their personal targets and what precisely they need to do to improve the quality of their work.

42. Pupils' personal, social and learning skills are developing well. Under-fives are happy, enthusiastic and display positive attitudes towards learning. They organise themselves very well during free choice activities and are sociable and confident.
43. Pupils' attitudes to work are good. Most respond with enthusiasm during lessons and show an interest in their tasks. Concentration levels are usually high. Key stage 1 and key stage 2 pupils work well with a partner and in groups, for example, when they play Welsh language board games or present dramatised versions of traditional tales.
44. Pupils are well behaved. They write the school rules and understand what is expected of them. They are considerate and courteous to each other, to staff and to visitors. The foundations of good behaviour are laid effectively in the early years. Under-fives relate very well to each other and to adults from a young age. Pupils throughout the school show high levels of self-discipline; they move sensibly in and around the school.
45. Pupils show a high level of maturity and responsibility, which enhances the quality of life in the school and the range of educational experiences provided. There is an atmosphere of mutual respect, and the quality of relationships is very good.
46. At 94.42% the average rate of attendance for the three terms prior to the inspection was above the LEA and national averages. Absences are caused mainly by sickness but the overall rate is adversely affected by family holidays in term time. Almost all the pupils arrive on time at the start of the day.
47. In general, pupils demonstrate the ability to work independently. For example, year 1 pupils have developed a range of strategies to help them work independently without seeking constant help from the teacher. However, on a few occasions during the inspection, some pupils relied too much on adult guidance.
48. Problem solving skills are good in a range of subjects, and pupils' creative skills are good in many curricular areas, for example, music, art and poetry writing. Older pupils' study skills are developing well as they research topics using books and the internet effectively.
49. Pupils are making good progress in their personal, social, moral and wider development. They acquire a good understanding of moral issues in a variety of ways, for example, through collective worship, Circle Time and School Council activities. They show appreciation and respect for the achievements of their peers, and sometimes break into spontaneous applause in appreciation of good work.

50. Pupils' awareness of equal opportunities with regard to pupils with SEN is outstanding. They show concern and care for pupils with difficulties, and have an exceptional understanding and respect for the social and cultural traditions of others.

51. Pupils' preparation for effective participation in the workplace and the community is outstanding. They play a very full part in the life of the local community through very strong links with organisations such as the police. Extra-curricular activities, for example, sports clubs, enable pupils and members of the community to work together harmoniously. As a result, pupils develop a strong sense of community awareness.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

52. The inspection team agrees with the school's evaluation of this key question.
53. During the inspection, the quality of teaching observed in lessons was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
6%	59%	32%	3%	0%

54. The overall quality of teaching is good throughout the school. It is very close to the WAG all-Wales target requiring that by 2007, 98 per cent of teaching should be satisfactory (Grade 3) or better with 65 per cent good (Grade 2) or better.
55. Particularly in under-fives and key stage 1 classes, teachers stimulate and challenge pupils to do well. Teachers and teaching assistants intervene effectively to support pupils who require additional support. The majority of lessons are well paced and teachers give pupils clear indications of the time they have available for tasks. However, very occasionally, introductions to lessons are too long, causing pupils to lose attention and interest.
56. Relationships between teachers and pupils are good. Teachers make their expectations clear regarding both pupils' work and their behaviour. They are fair and are very successful in treating pupils equally, irrespective of their gender, race or ability. At all times, they create a positive work ethos in their classes.
57. An outstanding feature is teachers' subject knowledge and their awareness of recent developments in education. For example, teachers in early years classes very successfully implement the 'Forest School Initiative' into their work and all teachers make very effective use of interactive whiteboards and ICT in their lessons.
58. All lessons are carefully planned and are firmly based on the school's schemes of work. Lessons objectives are clear in planning but they are not routinely relayed to pupils. Evaluations at the end of each week identify aspects of work that have been fully understood and those that require further attention. The needs of all learners are generally met but sometimes there is insufficient difference in tasks and activities to cater for the varying ages and abilities in classes.
59. Most lessons successfully incorporate a range of suitable resources to stimulate pupils' interest and understanding in the topic being taught. However, in some lessons in key stages 1 and 2, there is insufficient variety in activities; many lessons focus on recording exercises and the completion of worksheets.

60. Teachers make valiant efforts to include bilingual words and phrases in their teaching. In under-fives classes, this is successfully accomplished but in key stages 1 and 2, there are some shortcomings. Teachers do not use Welsh words and phrases often enough. There is no development in the level of Welsh used as pupils move through the school.
61. The quality of assessment, recording and reporting is good throughout the school including the arrangements for the under-fives class and SEN pupils. It fully meets statutory requirements. A range of strategies is in place to track pupils' progress.
62. There are regular assessments in the core subjects of English, mathematics and science in each year group. Teachers use a variety of different methods to assess pupils' ability and progress. Assessments are fair and accurate and teachers are beginning to analyse results to identify pupils' strengths and shortcomings. There is a system in place to track pupils' progress in all other subjects. Teachers also collect examples of pupils' work that are levelled and annotated; these are used to support planning for individuals.
63. Work is marked regularly but does not consistently include comments to remind pupils about what they need to do to improve. Teachers do not routinely ensure that pupils understand the purpose of assessment or encourage them to undertake evaluations of what they have achieved during lessons.
64. The quality of reports throughout the school is good. They give a clear picture of what pupils know and can do and they also give an indication of long-term targets for improvement. The school operates an 'open door' policy and parents are welcome to discuss any issues at mutually agreed times. More formal parents' meetings are also held twice a year when parents have the opportunity to discuss their children's progress. However, a minority of parents feel they are not sufficiently well informed and express the wish to have more information about their children's progress.

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

Grade 2: Good features and no important shortcomings

65. The inspection team agrees with the school's evaluation of this key question.
66. The school's response to pupils' learning needs is good, with no important shortcomings. The curriculum is broad, relevant, well balanced, and fully meets statutory requirements. Provision reflects the strong emphasis on social inclusion and equal opportunity, and is well structured according to the main aims of the school.
67. The overall quality of provision for the under-fives is appropriate to their needs and pupils are making good progress towards the Desirable Outcomes for Children's learning. The opportunities provided for the under-fives as part of the 'Forest School Initiative' have a very positive impact on their provision and is effective in encouraging children to take some responsibility for their own learning.
68. The curriculum for key stages 1 and 2 pupils is stimulating, and is enhanced by an interesting and varied range of learning experiences. Provision for both key stages fully conforms with the statutory requirements of the National Curriculum and religious education.
69. The school has relevant policy documents and appropriate schemes of work in all subject areas. In general, detailed long, medium and short term planning promotes appropriate continuity and progression in subjects. It ensures access for all pupils, irrespective of ability, gender, or racial background. Specific language programmes, for example 'Popat' language support, are effective in promoting learning for SEN pupils.
70. The policy document for the development of the key skills is appropriate, but is an area identified as needing further development by the school. Good opportunities are provided for the development of pupils' creative and problem solving skills. Provision for the development of pupils' bilingual skills is at an early stage of development. However, the school works hard to ensure that pupils develop a good awareness of the culture and heritage of Wales through *Y Cwricwlwm Cymreig*.
71. Out-of-hours learning experiences, including off-site activities, broaden and enrich pupils' experiences in an outstanding way. The lunchtime and after-school clubs, such as the orchestra and mathematics club, promote the learning of valuable new skills very well. Homework is set regularly and, in general, enhances work undertaken in class.
72. Community links are strong, and some learning opportunities, such as the drama club, provide valuable opportunities for pupils and community members to participate, and reach high standards of achievement and personal development.

Visits to the local community, and beyond, enrich the curriculum and contribute most effectively to pupils' learning. For example, pupils benefit greatly from visits to the local church, to Carew Castle and to Aberglasney Gardens. Resources produced by teachers in the local 'Family of Schools', based on a study of the Victorian era in a local history project, have resulted in the creation of a specific, effective scheme of work.

73. Learning experiences successfully promote pupils' spiritual, moral and social development. Collective worship makes a valuable contribution to pupils' understanding of moral and spiritual issues, and helps pupils respect values, such as truth and justice. Pupils often have opportunities for reflection during assemblies. Moral and social education is developed through teachers fostering values such as honesty and respect among the pupils.
74. The school has a clear policy, and makes good provision, for the development of pupils' personal and social skills, through initiatives such as class rules, Circle Time and the activities of the School Council. There are frequent opportunities for pupils to help those less fortunate than themselves, for example, by raising money for various charities. Members of the School Council show maturity in the way they discuss school life and are willing to take responsibility for improving some aspects. The school actively promotes pupils' cultural development, by providing opportunities to work with artists, to visit theatres and to study other cultures.
75. Visitors from organisations such as the fire brigade, the police, and the lifeboat and ambulance services, provide pupils with a range of valuable experiences, and further establish pupils' awareness of the community. Local craftsmen and residents visit the school to demonstrate particular skills and knowledge, and ensure that the cultural diversity of the area is reflected in the life of the school.
76. An outstanding feature of provision is the very effective way in which pupils' learning experiences are enriched by partnerships for example, with parents. Parents are happy to support their children's learning, and are actively encouraged to help in the life of the school. Friends of the School raise a substantial sum of money, which is used to buy resources. Also many parents help in classes on a voluntary basis. Parents greatly appreciate the opportunities for developing ICT skills and skills in other subject areas.
77. The school has a close relationship with other primary schools in the area, and also with the local secondary school. Close collaboration with Trinity College, Carmarthen, results in the very successful completion of various cross-curricular projects, for example, the use of ICT in promoting pupils' literacy skills. The school works closely with this teacher-training establishment, playing an active role in providing placements and training for student teachers. There are good quality video links with a school in Ohio, and links with European schools through the British Council. Visits to Botswana by members of staff impact most favourably on the quality of some curricular areas, for example, art and global citizenship.

78. Pupils' awareness and understanding of sustainable development and global citizenship are outstanding. Sustainable development is very much embedded into the school curriculum, and the recent 'Land for Learning' community grant reinforces the school's commitment towards community involvement. The under-fives benefit from the development of the grounds to promote outdoor learning and they learn about issues of sustainability and developing respect for the local environment.
79. Visitors from the community and carefully planned educational and residential visits, often linked to work on the school's sustainable development project, provide pupils with first-hand experiences that significantly enhance their awareness of the world of work and further strengthen links with the community. Visitors from the local community include National Parks officers, police liaison and community road safety officers and the school nurse. Pupils work with a local artist on the 'Landscape by the Sea' project and with a professional children's writer. Older pupils write curriculum vitae and apply for posts as Junior Road Safety Officers as part of the Walk to School project.
80. Local businesses are involved in the current 'Land for Learning' project to develop the outdoor classroom. They support the school through fundraising and donations including the school bus and sports kit. Two teachers have taken advantage of an industrial placement that enhances their professional development. They have gained OCN accreditation as Forest School leaders. The school has achieved the local Pembrokeshire Sustainable Schools Award that is supported by local industries as well as prestigious national awards including the Blake Shield Competition.
81. Pupils develop an excellent understanding of their responsibilities for the environment from a very young age through their involvement in the Forest School initiative. Each class has an area of responsibility. Pupils are involved in recycling projects including compost for the garden area. Older pupils are involved in a waste study including water management and the harmful effects of litter on the shoreline. They work with professionals at local beaches and the Pembrokeshire Watersports Centre. Pupils understand bio-diversity and argue cases against fox and elephant hunting. Pupils' work on water quality is enhanced through the school's involvement in the Comenius project with partner schools in Germany, France and Ireland.
82. Opportunities for pupils to develop the skills required to support economic development are good. Pupils run the daily Healthy Tuck shop. They learn about stock control and cost effectiveness, for example, of introducing more exotic fruits on Fruity Fridays. They develop research and marketing skills by introducing mini samples of new fruit for example. Older pupils learn about business competition by setting up and running stalls along side adults at the Christmas and summer fairs.
83. The school reflects national priorities for life long-learning and community regeneration extremely well through its role as the village community centre. The school plays an integral part in community life. This is an outstanding feature.

84. The school premises are used during the day and in the evenings for pre-school parents and toddler and playgroups. Over 50's have exercise classes and the school is used as a meeting place for community organisations. Adult education classes and the homework club for comprehensive school students, held in the dedicated community education classroom, are very well attended. As a result, children become familiar with the school from a very young age; the shared facilities enhance the school's provision, and pupils see themselves as lifelong learners.

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

Grade 1: Good with outstanding features

85. The inspection team's judgement differs from the school's evaluation of this key question. The quality of care, support and guidance for pupils and also the school's promotion of equal opportunities have several outstanding features and are significant strength.
86. Pupils are cared for and supported extremely well in a supportive, safe and happy environment. The school has a very positive ethos, and all pupils are valued and included. Relationships are very good, and there is an atmosphere of mutual respect throughout the school. The school plans and manages care arrangements in an outstanding way, and seeks the help and guidance of external agencies when required.
87. The partnership with parents and carers contributes significantly to the quality of support and guidance offered to pupils. The school regularly provides parents with information, including information on the school website, and the majority of parents respond to the home/school agreement.
88. Induction arrangements for children in the early years are carefully planned and implemented, and effective procedures are in place for pupils who join the school at a later stage. All pupils learn the routines quickly and settle well into school life. There are well-established transition arrangements with the local secondary school, which ensure that pupils settle quickly in their new environment.
89. The provision for the support and guidance of all learners is carefully structured and co-ordinated. It includes health education, and the school is committed to being a health promoting school. The pastoral care of pupils is outstanding, with the headteacher, teachers and support staff creating a warm, supportive environment for pupils. Should bullying occur, the school has effective measures to deal with such unacceptable behaviour.
90. Pupils appreciate the care and respect shown to them by teachers. Personal and social education is effectively integrated into all aspects of the school's activities, and pupils have opportunities to discuss problems during Circle Time. School Council members also provide a channel for pupils to communicate their views and problems to members of staff.
91. Teachers' evaluations of standards of work show how effective the quality of guidance has been in enhancing pupils' achievements. There are effective procedures and policies in place to monitor pupils' attendance and punctuality. The behaviour management policy, the rewarding of good behaviour and the recording of unsuitable behaviour are effective in controlling inappropriate conduct.
92. Adults in the school are very well aware of pupils with particular medical needs, and some members of staff are fully trained in first-aid. Procedures for caring for

pupils who feel ill during the day are effective, and the accident book is used when necessary. Risk assessments are systematic, and all staff are alert to issues relating to the well-being of pupils.

93. There are effective policy and procedures for child protection, with two nominated persons with allocated responsibility as well as a named governor. All staff are fully aware of their responsibility concerning child protection.
94. Numerous practical steps are taken to ensure the safety of pupils whilst they are at school. Pupils are well supervised during break times, and outside doors are locked during the day. Windows are covered with plastic sheeting, finger guards are in place on doors, and procedures in case of fire are well rehearsed.
95. The school has well-planned and documented procedures for dealing with race equality, disability discrimination and equal opportunities. All pupils are encouraged and take part in the activities provided during the day, and in the extra-curricular activities. There is a suitable accessibility plan that takes account of the site and buildings, should there be pupils with physical disabilities.
96. The school is highly effective in its efforts to promote diversity and equal opportunities. A very good range of activities is provided through personal and social education, and through subjects such as art and religious education, which enable pupils to develop a good understanding of diversity. For example, through participating in celebrations for the Chinese New Year, pupils gain an insight into other cultures. The school is successful in promoting racial harmony. The local police constable discusses good race relations with older pupils.
97. Provision for pupils with additional learning needs is good. Procedures fully comply with the SEN Code of Practice. There are effective systems for diagnosing educational needs at an early stage. Pupils on the SEN register, and the statemented pupil, are well supported by the SENCo, classroom teachers and learning support assistants.
98. Each pupil with additional learning needs has a detailed individual education plan, which has specific short-term targets that are achievable and appropriate to the specific needs. Careful planning of work suits the differing abilities and learning styles of pupils. Pupils make good progress relative to their ability, and many parents of pupils with SEN value opportunities to discuss their children's progress.
99. Appropriate support is provided for pupils whose behaviour impedes their progress and that of others. The nominated governor with responsibility for SEN is well-informed and interested in the provision. Effective use is made of outside agencies, such as the educational psychology service. Classroom teachers set appropriate differentiated tasks within lessons to meet the needs of SEN pupils, including the more able. Appropriate language support is given to vulnerable groups of pupils, who make good progress through using the 'Popat' programme.

Leadership and management

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

Grade 2: Good features and no important shortcomings

100. The inspection team agrees with the school's evaluation of this key question.
101. There is a clear set of agreed beliefs in the school that are discussed annually with staff, pupils and governors. These principles ensure a sense of purpose and well being that encourages high standards in all aspects of school life. Policies and practice provide pupils and staff with equality of opportunity and the school continues to thrive and develop. The school is committed to the principle of lifelong learning and hosts many community-learning initiatives for all ages.
102. The head teacher and the deputy head teacher adopt an open style of management based on discussion and consensus. They are clear about how the school needs to continue to improve. There is a common sense of purpose among members of staff who all willingly contribute to school developments.
103. Curriculum co-ordinators work hard to support their colleagues by providing advice and guidance on new and emerging issues in teaching and learning in individual subjects. Schemes of work are thorough and provide a good framework for the teaching of all subjects.
104. The school takes very good account of local and national priorities. For example, it has a very well established 'Forest School' link and has been involved for many years in Basic Skills Agency work to promote better standards in literacy and numeracy. It is also involved in the Eco Schools scheme and staff and governors are fully committed to broadening pupils' understanding of healthy lifestyles in modern Wales. Very good links have been established with other schools, including schools in America and Ireland as well as neighbouring primary and the local secondary schools.
105. All pupils are given challenging but realistic targets for their attainment at the end of key stages 1 and 2 based on their individual capabilities. The vast majority of pupils achieve their targets. Other priorities for development over recent years, such as improvement in standards in English, increasing ICT hardware and software and improving the outdoor area, have all been achieved.
106. There are suitable arrangements in place to review and monitor the performance of members of staff and to identify training needs. Staff development has had a positive impact on individual teachers and also the school as a whole, for example, in subjects such as ICT. Staff training is rightly focussed on priorities identified in the school development plan. Training opportunities are provided in a variety of ways such as school-based training, staff meetings and attendance at externally organised courses. Arrangements for teachers to plan and prepare their work are appropriate.

107. Governors have a good understanding of their responsibilities and meet their responsibilities well. They meet statutory requirements and many are regularly involved in the life of the school supporting pupils for example. They act as 'critical friends' and help to set the strategic development of the school. Members of the governing body monitor provision in the school through their frequent visits although there is no formal monitoring system in place.

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

Grade 2: Good features and no important shortcomings

108. The inspection team agrees with the school's evaluation of this key question.
109. Governors and members of staff have a good understanding of how the school performs in English, mathematics and science and how it compares with schools in the LEA and Wales as a whole. Over the years, this information has been used effectively to ensure improving standards in English and the maintenance of high standards at key stage 1, and mathematics and science at key stage 2.
110. Overall, self-evaluation arrangements are appropriate. Curriculum co-ordinators monitor planning, standards and teaching in their subjects. They produce an annual review that subsequently feeds into the school development plan. Annual reviews tend to be generic and do not focus sufficiently on strengths and shortcomings in standards and quality. Several members of the governing body are regularly involved in supporting the school and have a direct overview of provision.
111. The school makes good efforts to seek out and take account of the views of a range of different individuals and groups. Through the School Council, pupils have good opportunities to express their opinions. These are always given serious consideration and appropriate action is taken. There is a long established link with the local community, including the partner secondary school, and a very close working partnership exists. Parents are welcome at the school at any mutually convenient time but, recently, there have been no formal processes in place to attain their views.
112. All members of staff show good commitment to working as a team in order to bring about improvement. Teachers and non-teaching staff have opportunities to make their views known and they are always given due consideration. They all play a part in self-evaluation processes and are aware of the strategic direction of the school.
113. The school development plan is a clear, unambiguous document. It clearly identifies key areas for development in both the long and short-term. As a result of priorities over recent years, standards and provision have improved.
114. Leaders and managers manage the budget well and ensure that main priorities are adequately resourced. The school is proactive in searching out alternate partners for funding such as grants recently obtained to enhance the outdoor environment.
115. The self-evaluation report prepared for the inspection is a precise document that clearly identifies the main strengths and shortcomings of the school. The grades awarded by the school match those made by the inspection team in five out of the seven key questions. Where they differed, the inspection team allocated one

grade higher. The priorities identified as requiring further development are similar to those identified by the inspection team.

116. Actions taken since the previous inspection have resulted in an improvement in standards and provision. Each of the action points produced to address the key issues identified during the last inspection have been completed but some more effectively than others. However, overall progress of the school has been good.

Key Question 7: How effective are leaders and managers in using resources

Grade 1: Good with outstanding features

117. The inspection team's judgement differs from the school's evaluation of this key question. Leaders and managers make very efficient use of available resources and this is an outstanding feature.
118. All teachers are appropriately qualified and experienced to ensure that the curriculum is delivered effectively. An increase in numbers of pupils over the past five years has led to an increase in staff, although classes, especially in key stage 2, are still large.
119. The professional development of staff is clearly linked to whole school priorities. Skills of teachers are constantly updated by means of in-service training, such as specific courses at Trinity College, Carmarthen. The use of additional grants has contributed substantially towards sustaining these efforts. Good effects of training are evident in areas such as the early years, ICT and physical education.
120. Support staff are involved in training that leads to additional qualifications and improved status. Teaching assistants make an effective contribution to standards achieved, working purposefully under the guidance of teachers to plan, teach, assess and record pupils' progress. They make a valuable contribution to individuals and groups of pupils' learning.
121. An 'athro bro' is employed to help teach Welsh at the cost of the school. Peripatetic instrumental teachers work successfully in improving pupils' musical skills.
122. Outside agencies work closely with the SENCo to ensure that appropriate provision is in place to meet the needs of certain pupils. Support staff receive effective direction from the SENCo.
123. All staff members have appropriate job descriptions. Responsibilities for subjects and aspects are shared fairly between staff. The role of curriculum co-ordinator is developing well. Newly qualified teachers confirm that they are mentored effectively, and that induction systems are good.
124. The school uses competent administrative staff, students and volunteers to excellent effect. Canteen staff and lunchtime helpers contribute well to the day-to-day running of the school, and the caretaker and cleaning staff ensure that the school buildings are kept clean and well maintained.
125. The school organises and implements sufficient time for teachers to plan and prepare their work by using supply teachers who contribute well to pupils' development. Statutory requirements are met, and resources are managed very efficiently to achieve value for money.

126. The school is well resourced with appropriate equipment in all subjects that meets the needs of all pupils. The quality of resources is very good, and teachers make most effective and imaginative use of them during lessons. The school has good resources for creative and practical work. Effective use is made of interactive whiteboards, appropriate software and internet linkage.
127. Outstanding use is also made of the local environment as a learning resource. Visits to places of educational interest, such as Colby Woods and the National Botanical Gardens, enrich pupils' experiences. Such visits make a significant contribution to raising standards, as do members of the community with specific skills or knowledge who visit the school. Also, the numerous after-school clubs are valuable resources for the development of skills.
128. The quality of accommodation is good, and provides an attractive working environment for staff and pupils. However, the design of the building does not facilitate movement around the school and sound carries easily between teaching areas. The staff room is small and there is no central library. The recently built extension provides valuable nursery accommodation. The new community and parents' room is effectively expanding the role of the school as the prime community provider.
129. Very good use is made of all areas in the school. An improved playground for infant classes and the new school garden provide pupils with opportunities for interesting and innovative curriculum development in outdoor learning.
130. Systems for day-to-day financial management are well established. Resources are carefully matched to priorities for development, and a regular programme for monitoring the quality of teaching has been established. A strong partnership with the governors, parents and Friends of the School has resulted in additional resources, both human and financial, to enhance the quality of teaching and learning.
131. The school provides very good value for money. Budgetary control is outstanding, and the governing body plays an integral role in monitoring expenditure. The efficient and well-established finance committee helps to ensure the continued improvement of the school.

Standards achieved in subjects and areas of learning

Under-fives

Language, literacy and communication skills

Grade 2: Good features and no important shortcomings

Good features

132. Under-fives have good listening skills and they love being told stories. They listen attentively to adults and their peers, often for long periods of time such as during school assemblies, and they respond appropriately.
133. Children's speaking skills develop well and they are eager to talk to adults. They use appropriate language in role-play situations such as when playing in the boat or the forest shelter. They respond appropriately when discussing their experiences. Children are confident using simple Welsh phrases and occasionally change English words to Welsh. In more structured situations, such as concerts, children are confident speaking more formally in front of an audience.
134. All under-fives enjoy handling books. They quickly appreciate the different functions of pictures and print in a book. They recognise their own names and know the sounds of individual letters. By the end of the reception year, the vast majority of pupils enjoy reading simple books independently and with understanding.
135. Children in the under-fives classes are developing appropriate writing skills. Younger pupils quickly develop the skill of mark-making by tracing over letters and words. By the reception year, the majority of children write their names correctly. Most copy sentences correctly and some write short sentences, often spelling unfamiliar three letter words accurately. The meaning of their writing is clear.

Shortcomings

136. Children lack confidence undertaking independent writing and rely heavily on adult support.

Personal and social development

Grade 2: Good features and no important shortcomings

Good features

137. Children are friendly and polite. They work well together, for example, when using construction materials or the computer. They persevere well when solving problems or completing a task. Both nursery and reception children get on well with their peers. They show genuine care and concern for people around them.

138. Nursery children quickly settle into school life and are confident undertaking class routines. All under-fives show genuine independence as they select the activities they wish to undertake. They are attentive and motivated and keen to help with tidying the classroom at the end of sessions.
139. Under-fives take responsibility for dressing themselves before outdoor play without fuss. They show a good awareness of appropriate behaviour during snack and meal times.

Shortcomings

140. A few children find it difficult to concentrate after long sedentary sessions.

Mathematical development

Grade 2: Good features and no important shortcomings

Good features

141. The youngest children correctly sort objects into groups using their own criteria. They then count the number of objects accurately recognising the different numerals. Older reception children count to 20 correctly in both English and Welsh. They know the difference between odd and even numbers. Using apparatus, they add two single digit numbers together quickly and devise their own strategies for recording their calculations. They form numerals correctly when recording their work. From the time they begin school, children use correct mathematical language and know the names of a range of two-dimensional shapes.

Shortcomings

142. Children's understanding of money is less well developed.

Knowledge and understanding of the world

Grade 1: Good with outstanding features

Outstanding features

143. Under-fives develop a very good understanding of the natural world around them. They have a very good awareness of their local community. They make very good use of the facilities in the school itself and further afield when they visit the Forest School. By the end of the reception year, children are aware of many of the creatures that live in the forest. They understand their life cycles and some of their habits such as hibernation. Children have a very good understanding of how different plants grow and mature.

Good features

144. Children begin to develop an understanding of time through well-established daily routines and discussions about their experiences outside school like 'today and tomorrow'. Through their role-play experiences and visitors to school, children develop a good understanding of the different jobs people do. Through their role-play in the travel agents, for instance, children develop a good awareness of the world beyond the village.

Shortcomings

145. There are no significant shortcomings.

Physical development

Grade 2: Good features and no important shortcomings

Good features

146. From the time they start school, children come to recognise the importance of hygiene; they know they need to wash their hands before snack time, for example. Reception children have a good awareness of health and safety issues through their visits to the forest. By engaging in a range of carefully planned activities, children quickly develop dexterity and use pens, pencils, paintbrushes, glue sticks and the computer mouse with a good degree of control. They use the good quality outdoor areas well to improve their skills of running, jumping and pedalling. Children's coordination develops appropriately through activities such as dance and other aspects of physical education.

Shortcomings

147. Nursery children do not maximise the potential for physical development in the designated outdoor area. They mainly tend to use it for pedalling and pushing exercises.

Creative development

Grade 2: Good features and no important shortcomings

Good features

148. Children's creative skills develop well. They are familiar with and enjoy singing songs and rhymes in both English and Welsh. They move imaginatively to musical stimuli. Throughout the under-fives classes, children show imagination and flair in their artistic work. They show good skills creating their images including producing pictures using the computer. In role-play situations, they successfully take on the role of different characters such as sailors and forest folk. Reception children show great imagination using natural materials such as twigs and leaves in their role-play and art.

Shortcomings

149. There are no significant shortcomings.

English

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

Good features

150. Key stage 1 pupils listen well to their teachers and to their fellow pupils. They speak in a variety of contexts with increasing confidence, and make good progress in speaking to different audiences, and for different purposes. They retell stories effectively, using their own words. They discuss their work clearly, using appropriate vocabulary. For example, year 1 pupils express opinions about the story 'Handa's Surprise' and have a good recall of characters and events.
151. Year 2 pupils read well, and use an appropriate range of strategies to gain understanding. Their phonic knowledge is good, and they recognise full stops and capital letters in text. Year 1 readers display a positive attitude towards books. Year 2 pupils read aloud clearly and accurately, and know the meaning of terms such as author, title and illustrator.
152. Year 1 pupils make good progress from emergent to independent writing. They display a good awareness of simple spelling patterns. Year 2 pupils write in various forms, such as news, letters and imaginative stories. Their postcards from Botswana, based on the book 'Kabo's Diary', show effective use of a variety of sentences. In general, year 2 work shows accurate spelling of frequently used words and correct punctuation. Writing is well-organised and pupils demonstrate good creative skills as they write poems and stories.
153. Key stage 2 pupils listen attentively and speak confidently. Year 6 pupils express opinions clearly and confidently and years 4 and 5 pupils retell parts of the class novel competently. In year 3, pupils role-play effectively as they re-enact the story of the 'Eye of the Sun'. Throughout the key stage, pupils collaborate well in discussions about topics such as sustainability.
154. Overall, key stage 2 pupils interpret text correctly and read with understanding. They read aloud with suitable intonation and lively characterisation. They use suitable strategies when dealing with unfamiliar words. Pupils at the upper end of the school have good advanced reading skills. They distinguish between fact and fiction and discuss books in an informed manner. More able pupils in each class discuss favourite authors competently and express firm opinions about writing styles. Pupils use dictionaries effectively to check spellings and to discover meanings of words.

155. Key stage 2 pupils write well for a range of purposes, for example, descriptions, recipes, poems, play scripts, letters, fables and diaries. On the whole, their knowledge of language is good and they use grammatical terms, such as similes and adjectives, correctly when discussing their work. Most pupils display correct use of paragraphs, accurate spelling and punctuation in their work, and distinguish between formal and informal language. A small number of pupils in each class produce extended pieces of writing that display maturity and sensitivity. Collaborative pieces, such as year 5's class poem 'The Wonders of Wales' are of good quality.
156. Work produced in conjunction with Trinity College, Carmarthen, based on Aberglasney gardens, has outstanding features. The time travel stories based in the gardens in Victorian times are excellent examples of extended writing, and the detailed descriptions of the walled garden, the pond and the woods are exquisite. As part of the 'Sculpture by the Sea' project, pupils list unusual but apt adjectives to describe pieces of bark collected; this work is of a high standard.
157. Handwriting and presentation of work throughout the school are neat. Aspects of ICT are used effectively in English, and word-processing often enhances the presentation of work.

Shortcomings

158. There are no important shortcomings.

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

159. Key stage 1 pupils make good progress in the use of number. They count in both Welsh and English. Year 1 pupils begin to double numbers accurately. By year 2, pupils count correctly in twos, fives and tens and begin to understand the concept of multiplication. Throughout the key stage, pupils have quick mental recall of number facts. They differentiate appropriately between odd and even numbers and by the end of the key stage add and subtract numbers to 100 without difficulty. Year 2 pupils correctly 'round' numbers up or down to the nearest 10. They also begin to develop an understanding of fractions such as half and quarter. Years 1 and 2 pupils compile and analyse increasingly more complex graphs effectively.
160. All key stage 1 pupils develop a good understanding of shape and measures and they use correct mathematical language in the appropriate context. They measure time, length, weight and capacity properly. Year 2 pupils tell the time using both digital and analogue clocks. Year 1 pupils measure accurately using non-standard measures. They appreciate the need for estimation and take care measuring, starting from the end of an object. By year 2, pupils measure

correctly using standard units of measurement and are aware of differences in measure such as 'length' and 'width'. They name a range of two and three-dimensional shapes and describe their properties in detail.

161. Key stage 2 pupils progressively extend their knowledge and understanding of number. By the end of the key stage, they select the correct mathematical techniques to solve problems and use calculators sensibly to check their answers. Often, they are able to explain alternate strategies to solving problems. Throughout key stage 2, pupils mentally manipulate numbers quickly and easily at levels appropriate to their age and ability. Year 3 pupils develop an understanding of numbers to 1000 and they correctly identify equivalent fractions. By year 6, pupils have a good understanding of the equivalence between the decimal, fractional and percentage forms of numbers.
162. By the end of key stage 2, pupils have developed a good awareness of shape and space. They accurately calculate the area of various regular and irregular shapes. They plot co-ordinates carefully and measure and draw angles to the nearest degree. They also have an appropriate understanding of the metric equivalents of imperial measures.
163. Older key stage 2 pupils interpret graphs and diagrams including pie charts successfully. They use computers confidently in their work on data handling and ask relevant questions of the data presented. Year 6 pupils develop a reasonable awareness of the difference between 'ratio' and 'proportion'.

Shortcomings

164. Some year 2 pupils confuse mathematical symbols such as 'plus' and 'multiply' and are uncertain which process to use when recording.
165. In key stage 1 and years 3 and 4, pupils lack confidence developing their own strategies for solving problems in investigational mathematical activities.

Welsh second language

Key Stage 1: Grade 3: Good features outweigh shortcomings

Key Stage 2: Grade 3: Good features outweigh shortcomings

Good features

166. Pupils in key stage 1 listen well and speak confidently when using simple greetings and phrases. They respond particularly well to questions about themselves and the weather. Standards of oracy have good features that outweigh some shortcomings with pupils using simple sentence patterns and a limited vocabulary effectively. In years 1 and 2, pupils enunciate well as they name woodland creatures, when they play games and when singing Welsh songs. Year 1 pupils ask and answer questions about animals correctly and year 2 pupils use a small number of prepositions effectively when answering questions about events in the class storybook.

167. Key stage 1 pupils' reading skills progress well with year 1 pupils reading words on the computer screen correctly. Year 2 pupils show an appropriate understanding of the text in a big book when reading as a class.
168. Year 1 pupils write simple sentences, with adult help, about characters in 'Smot' books, and label bonfire night items correctly. Year 2 pupils label body parts accurately and write short sentences about themselves.
169. Key stage 2 pupils use Welsh appropriately to answer simple questions, giving brief answers. They listen well to their teachers and to fellow pupils, and follow instructions correctly. They enunciate clearly and correctly when speaking in pairs or in small groups, and when singing Welsh folk songs and hymns.
170. Pupils at the lower end of the key stage read worksheets and books accurately with a good measure of understanding. They use computer games successfully to extend their vocabulary, and read their own work with appropriate expression. Years 5 and 6 pupils read dialogues successfully from the interactive whiteboard, with a reasonable measure of understanding.
171. Year 3 pupils complete sentences about parts of the body and about the snowman accurately, and year 4 pupils write detailed weather diaries. Year 5 pupils write interesting questions and answers based on books. They use a limited range of language patterns to produce lively work about a balloon. Year 6 pupils write short dialogues in the present tense, about shopping, using a small number of questions and answer patterns.

Shortcomings

172. A small number of key stage 1 pupils are unsure of the different responses needed to various oral questions.
173. At key stage 2, pupils do not make extended contributions orally or on paper.
174. Pupils do not build sufficiently on their previous language skills to make sufficient progress as they move through the school, despite additional specialist support in key stage 2.

Art

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

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

Good features

175. Pupils in key stage 1 mix paints confidently and year 2 pupils understand the purpose of mixing colours well. They use their observational skills effectively when painting self-portraits in year 1 and when colouring leaves in year 2.

176. Year 1 pupils use a variety of media and techniques successfully to emulate the work of famous artists. They use some of Van Gogh's techniques as they produce attractive pictures in pastel and paint of his famous works.
177. Key stage 1 pupils display good computer skills as they create self-portraits and leaf patterns. Year 2 pupils have good control of a range of tools, media and techniques. They have produced a lively frieze of the Creation, and prints of African animals on fabric that make up a large wall-hanging of outstanding quality.
178. In year 3, pupils successfully reproduce the matchstick figures of L S Lowry and use the work of Pembrokeshire artists to produce beautiful collages of land and seascapes. The collaborative batik by year 3 pupils is an interesting piece of imaginative work, and the textile work using stiffened, painted fabric to create artificial flowers is good.
179. Years 4 and 5 pupils use a broad range of techniques and materials to produce colourful collages entitled 'Images of Africa'. Year 6 pupils are working on intricate Celtic designs, some of which will be used as the basis for three-dimensional clay plaques.
180. Also, pupils of all ages work with visiting artists to produce good quality work using a wide range of techniques and media. For example, older pupils produce outstanding work as part of the 'Kisses across the Sea' project. It is highly imaginative and was completed in conjunction with an Irish school. In the project 'Aberglasney Gardens', pupils display very good drawing and observational skills as they study pathway textures and stone patterns. The 'Sculpture by the Sea' project enables pupils to produce lively investigative work based on woodland observations, which form the basis for clay models of animals, three dimensional work depicting trees in winter, and impressive large scale sculpture using willow branches.

Shortcomings

181. There are no important shortcomings.

Music

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

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

Good features

182. In both key stage 1 and 2, pupils obviously enjoy music and are enthusiastic during music lessons. They perform music confidently and practise music regularly. They generally sing in tune with expression and sensitivity when singing as part of a group. Older key stage 2 pupils maintain a tune when singing in 'two parts'.

183. Pupils' instrumental skills develop well. They play a range of tuned and untuned percussion instruments competently and are aware of the different sounds various instruments make. Pupils' instrumental performance is enhanced by the instrumental tuition provided by the school. Throughout the school, pupils know the names of many types of instruments from different cultures.
184. Both key stage 1 and 2 pupils use a range of musical terminology correctly. For example, year 2 pupils appreciate the difference between 'beat' and 'rhythm' and combine both successfully in their performances. By year 3, pupils introduce the 'pentatonic scale' and 'ostinato' into their work effectively, understanding their effect. During their study of African music, years 4 and 5 pupils create complex rhythms using drums.
185. Particularly in key stage 2, pupils use computer software effectively and imaginatively during their music lessons. Years 5 and 6 pupils, for example, use video clips of silent movies to produce their own movie sounds effects. They also create their own musical 'scores' using computer software that are then used as a basis for appraisal and evaluation.
186. Pupils competently appraise their own and their peers' compositions focussing their comments on the musical elements of different pieces. They have a good awareness of music from some of the great composers and music from other times and cultures as well as music from Wales.

Shortcomings

187. There are no significant shortcomings.

School's response to the inspection

The inspection findings recognise that actions taken since the last inspection have resulted in standards and provision having been improved especially in subjects such as English, mathematics and ICT. Also that the school is recognised as having outstanding features in its care and support for pupils.

We are pleased that the high level of provision afforded to our under fives has been recognised as appropriate for their needs and that children are making good progress towards meeting the 'Desirable Outcomes'.

In addition, inspectors found our pupils' attitudes towards learning to be good and that they responded with enthusiasm and interest towards their teachers. Also pupils showed a high level of maturity and responsibility and that they treated each other with mutual respect making good progress in their personal, social and moral development.

It is particularly pleasing that the school has been recognised for the outstanding provision in its quality of care, support and guidance for pupils and that the school reflects a positive, supportive, safe and happy environment where all pupils are

valued and included. This confirms that we are able to provide the very best provision for all our pupils in a friendly, well-disciplined and caring, working environment.

Where it is possible to do so, staff and governors will address the recommendations before the end of the school year. Raising pupils' standards of achievement in Welsh as a second language will be a major priority for us. We will make sure that this subject is included in the school development plan. In addition, we will provide opportunities for staff to improve their knowledge and skills in the Welsh language so that they can help pupils achieve higher standards in this subject. Pleasingly, the inspectors' recommendations agreed with many of the elements identified by the school in its self-evaluation document as being areas requiring development. This reinforces the point that the self-evaluation process, as established in the school, is a robust and effective process for school improvement.

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

Appendix A

Basic information about the school

Name of school	Stepaside C. P. School
School type	Community
Age-range of pupils	3 – 11 years
Address of school	Carmarthen Road Kilgetty Pembrokeshire
Postcode	SA68 0UG
Telephone number	01834 812764

Headteacher	Mr P Griffiths
Date of appointment	April 1999
Chair of governors/ Appropriate authority	Mr T Brinsden
Registered inspector	Mrs M E Morgan
Dates of inspection	March 20 – March 22 2006

Appendix B

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	8	15	19	24	25	21	24	20	156

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	6	1.1	7.1

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	22.4:1
Pupil: adult (fte) ratio in nursery classes	8:1
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	22.4
Teacher (fte): class ratio	1.1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of School
Spring 2005	89.4	95.0	94.0
Summer 2005	94.0	93.2	94.4
Autumn 2005	90.7	94.9	95.2

Percentage of pupils entitled to free school meals	9.25
Number of pupils excluded during 12 months prior to inspection	0

Appendix C

National Curriculum Assessment Results End of Key Stage 1:

National Curriculum Assessment KS1 Results 2005			Number of pupils in Y2:		23		
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher Assessment	School	0	0	8	67	25
		National	0	4	13	63	20
En: reading	Teacher Assessment	School	0	0	4	67	29
		National	0	3	11	63	23
En: writing	Teacher Assessment	School	0	0	8	71	21
		National	0	5	14	69	11
En: speaking and listening	Teacher Assessment	School	0	0	4	71	25
		National	0	4	14	55	27
Mathematics	Teacher Assessment	School	0	0	8	63	29
		National	0	2	11	63	24
Science	Teacher Assessment	School	0	0	4	67	29
		National	0	0	10	65	23

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment

In the school	92	In Wales	80
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D Pupils who have been disapplied from the statutory arrangements
W Pupils who are working towards level 1

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

National Curriculum Assessment KS2 Results 2005			Number of pupils in Y6					23				
Percentage of pupils at each level												
			D	A	F	W	1	2	3	4	5	
English	Teacher assessment	School	0	0	0	0	0	4	17	70	9	
		National	1	0	0	0	1	5	16	46	30	
	Test/Task	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
		National	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
Mathematics	Teacher assessment	School	0	0	0	0	0	4	17	65	13	
		National	0	0	0	0	1	3	17	46	31	
	Test/Task	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
		National	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
Science	Teacher assessment	School	0	0	0	0	0	0	13	87	0	
		National	0	0	0	0	0	1	11	50	37	
	Test/Task	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
		National	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	

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	70	In the school	N/A
In Wales	72	In Wales	N/A

- D Pupils who are excepted under statutory arrangements from part or all of the National Curriculum
A Pupils who have failed to register a level because of absence
F Pupils who have failed to register a level for reasons other than absence
W Pupils who are working towards level 1

Appendix D

Evidence base of the inspection

Three inspectors spent a total of seven inspector days in the school. A team meeting was held prior to the inspection.

A Peer Assessor and a Nominee also formed part of the inspection team.

Inspectors visited:

- 31 lessons or part lessons
- All classes
- Acts of collective worship
- Extra-curricular activities

Members of the inspection team had meetings with:

- Staff, governors and parents before the inspection began
- Senior managers, teachers, support and administrative staff and groups of pupils during the inspection

The team also considered:

- The school's self evaluation report
- 51 responses to the parents'/carers' questionnaire
- A comprehensive range of documentation provided by the school before and during the inspection
- A range of pupils' work

The inspection team also held post inspection meetings with staff and governors.

Appendix E

Composition and responsibilities of the inspection team

Team member	Responsibilities
Margaret Morgan Reporting Inspector	Context, Summary, Recommendations, Appendices Contributions to Key Questions 1, 2, 5 and 6 Early Years, Mathematics, Music
Caterina Lewis Lay Inspector	Contributions to Key Questions 1, 3, and 5
Zohrah Evans Team Inspector	Contributions to Key Questions 1, 3, 4, and 7 English, Welsh (Second Language), Art
Peter Griffiths Nominee	Contributions to Team Meetings
Thomas Maloney Peer Assessor	Lesson Observations Contributions to Team Meetings

Contractor: Atlantes Educational Services
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Acknowledgement

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