

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

**Tavernspite Community Primary School
Tavernspite,
Whitland
Pembrokeshire
SA34 0NL**

School Number: 6682266

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by

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- * pupil referral units;
- * independent schools;
- * further education;
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- * LEAs;
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- * work-based learning;
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Tavernspite Community Primary School was inspected as part of a national programme of school inspection. The purpose of inspection is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents information about the performance of their child's school.

The inspection of Tavernspite Community Primary School took place between 03/04/06 and 05/04/06. An independent team of inspectors, led by Jeffrey Harries, 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. Tavernspite Community Primary School is situated in the small village of Tavernspite, close to the border with Carmarthenshire near Whitland. It serves a very large rural catchment area which includes the communities of Red Roses, Ludchurch, Lampeter Velfrey, Llanddewi Velfrey and Llanteg, with most pupils having to travel to school. It is a popular school with around 30% of pupils coming from over the border in Carmarthenshire. The school is placed in category 'C' of the Pembrokeshire Local Education Authority's (LEA) language policy with Welsh taught as a second language. Around 99% of pupils come from homes where English is the predominant language spoken at home. The school considers the area from which pupils are drawn is neither socially advantaged nor disadvantaged.
2. The school, founded in 1845 was rebuilt in 1954 on its present site. The present accommodation consists of a self-contained nursery unit, six classrooms, library, hall, a computer suite and administration area. Outdoors, there are two hard surfaced playgrounds, a learning garden, adventure play area and a large playing field. The early years unit, together with Y1 and Y2 classes, have their own covered outdoor area as extensions of the classroom space. The school operates a breakfast club, and an out of school club uses the school each day.
3. Education is provided for pupils between the ages of three to 11, with 190 (fte) pupils on roll, similar to the last inspection. They are taught in six single age classes with nursery and reception age children taught in the early years unit. The entry of pupils into the nursery is controlled and administered by Pembrokeshire Local Education Authority (LEA). Around 99% of pupils are of white ethnicity. Nearly all pupils have received pre-school education. Around 10% of pupils are entitled to free school meals, a figure significantly lower than the Pembrokeshire figure of 17% and all Wales figure of 18.5%. At present, there are 47 pupils on the Special Educational Needs (SEN) register (25%), six of whom carry a statement of SEN together with one pupil with English as an additional language (EAL).

The school's priorities and targets

4. The school's aims include:
 - helping pupils to develop lively, enquiring minds;
 - helping pupils to use language and number effectively;
 - helping pupils to acquire knowledge and skills relevant to adult life;
 - instilling respect for religious and moral values and tolerance of other cultures;
 - helping pupils to think in a creative way;
 - developing pupils' ability to participate fully in a bilingual society;
 - developing pupils' awareness of how to live in a sustainable way.

5. The school's main priorities for the present academic year are to:
 - review assessment procedures;
 - review Active Learning;
 - expand the forest school's philosophy;
 - further enhance outdoor education resources;
 - address staff development needs;
 - further develop self-evaluation procedures;
 - monitor the effectiveness of planning, preparation and assessment (PPA) time
6. The school was last inspected in 2000. A new building programme was completed in 2003 and a fully equipped computer suite created in 2005. Three year old children have been accepted on a part-time basis since 2003. At the time of the inspection, a newly qualified teacher (NQT) was employed on a temporary basis in a KS2 class, to cover for a long-term absence. The school's Basic Skills Quality Mark Award was renewed for the second time in 2005. It attained the Investor in People Award in 2004 together with the European Green Flag and Sustainable Schools Bronze Awards. In December 2005, the school attained the High Scope Quality Assurance endorsement.

Summary

7. Tavernspite Community Primary School is a good school with some outstanding features. It has continued to make good progress since the last inspection. It is managed by a very supportive governing body (GB). The headteacher and staff work conscientiously to fulfil the school's aims and objectives. The inspection team agreed with the judgement made by the school in all of the seven key questions. The under-fives provision, quality of teaching, pupils' personal and social skills and learning experiences are major strengths.

Table of grades awarded

8. The inspection team judged the school's work as follows:

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

Standards

9. Overall, pupils' standards of achievement in the areas of learning and subjects inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
18%	74%	8%	0%	0%

10. Pupils' standards of achievement in lessons are well above the Welsh Assembly Government's (WAG) all-Wales targets of 98% to be grade 3 or better and 65% to be grade 2 or better by 2007.
11. The overall quality of educational provision for the under-fives is appropriate to their needs and the children make very good progress towards the Desirable Outcomes for Children's Learning.
12. The standards of achievement of children under-five are as follows:

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

13. In Key Stage (KS) 1 and KS2, in the subjects inspected, the standards of achievement are as follows:

Subject	Key Stage 1	Key Stage 2
English	Grade 2	Grade 2
Welsh second language	Grade 2	Grade 2
Science	Grade 2	Grade 2
Information technology	Grade 2	Grade 2
Art	Grade 1	Grade 1

14. In KS1 and KS2, pupils' speaking and listening skills are good with outstanding features. They listen carefully and speak very clearly at length and with good pronunciation and intonation, using a very good range of vocabulary. They read accurately and make good use of their numeracy skills particularly in science. Standards in writing and the use of information and communications technology (ICT) across the curriculum are good with some shortcomings. Although there are some good examples, pupils do not write sufficiently on an extended basis across the curriculum and do not consistently use ICT across a range of subjects. Pupils' bilingual skills are developing appropriately. From a young age, pupils work collaboratively in problem-solving, investigating and decision-making; this is an outstanding feature. Their creative skills are very well developed.
15. In 2005 at the end of KS1, pupils' attainment according to teacher assessment in the national curriculum (NC) core subjects of English and science was below

local and national averages but well above in mathematics. When compared with all schools and similar schools across Wales, the school's performance is in the bottom 50% of schools but above the lowest performing 25%. There are no significant differences in the performance of boys and girls. Inspection findings grade pupil achievement higher than teacher assessment.

16. In 2005 at the end of KS2, pupils' attainment according to teacher assessment in the NC core subjects of English and science was above local and national averages but well above in mathematics. When compared with all schools and similar schools across Wales, school performance is in the top 50% but below the best performing 25%. There has been an upward trend year-on-year since the last inspection.
17. Pupils' behaviour and their attitudes towards learning are consistently good with outstanding features. Most pupils are well-motivated, enthusiastic and enjoy their work and play. They are developing into independent, responsible and mature individuals who show respect and consideration for all involved in the school community.

The quality of education and training

18. The quality of teaching in the subjects and areas of learning inspected:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
17%	65%	18%	0%	0%

19. The percentage of grade 2 and grade 1 lessons is well above the WAG's target of 65% by 2007. The proportion of grade 1 lessons has increased since the last inspection.
20. Lessons judged to have outstanding features include high quality planning of rich experiences, very effective use of resources and support staff, well developed teaching styles and high quality levels of teacher/pupil interaction. Overall, short term planning is inconsistent and for the most part is insufficiently detailed, particularly with regard to differentiated tasks to cater for the needs of all pupils.
21. Assessment, recording and reporting procedures have good features which outweigh some shortcomings. Assessment procedures for the under-fives are of high quality. The school uses a wide range of standardised tests for assessing the progress of pupils in KS1 and KS2. The analysis made of the evidence to inform teaching and learning and to set quantifiable targets is not always sufficiently rigorous. Assessment and recording procedures in the foundation subjects are at an early stage of development. In KS1, recording pupils' achievement is not sufficiently matched to National Curriculum levels. Work is regularly marked, but the practice of using constructive comments to identify ways forward for pupils is inconsistent. Reports to parents comply with statutory requirements.
22. The overall quality of the learning experiences and the school's response to pupils' learning needs are outstanding features of the school. It provides equal

access to a well-planned, broad, balanced and coherent curriculum. Provision for developing pupils' creative, investigative, personal and social skills is an outstanding feature.

23. The enriched curriculum includes a planned series of visits both in and out of school that significantly enhances the pupils' social and cultural development. The 'Forest School' initiative ensures that pupils grow in self-esteem and confidence through the achievement of tasks in a woodland setting. Planned links to other areas of the curriculum features strongly in the provision.
24. Provision for the development of key skills across the school is good overall, however, opportunities to enhance pupils' extended writing and ICT skills are not consistently outlined in short-term plans. Pupils' bilingual skills and the development of Y Cwricwlwm Cymreig are actively promoted. Pupils benefit from equal opportunities and participate in an extensive range of extra-curricular activities. Homework arrangements are appropriate.
25. Pupils' spiritual, moral, social and cultural development is good overall. Class and whole-school assemblies make an important contribution to pupils' understanding of moral issues and help them to respect the truth and make sensible decisions, however, opportunities to encourage pupils' spiritual development are less prominent.
26. The school's partnerships with parents, the local community, other schools and higher education institutions are good with outstanding features. They enrich the life and work of the school and enhance pupils' learning experiences. A constructive home/school agreement is in place, which has readily been accepted by parents.
27. The school and its various activities are very well supported and valued by the local community.
28. Environmental awareness permeates the life and work of the school. The whole-school community actively promotes sustainable development and is actively involved in the development of the school grounds and gardens. Global citizenship is very well promoted by the school.
29. The school provides high quality personal guidance to its pupils. The attitude of the pupils towards the school is positive and they state that their school is a caring and happy community. The vast majority feel confident in turning to staff if they have any problems or worries. Personal and pastoral care arrangements are effective and are a strength of the school's provision. Appropriate child protection procedures are in place. The overall provision for pupils with SEN is good; pupils make good progress.

Leadership and management

30. The headteacher provides good leadership. He gives a clear sense of direction to the life and work of the school. He works in close partnership with a very effective deputy headteacher, who is a very good role model as a classroom

practitioner. Teachers and non-teaching staff are very supportive and all contribute to the decision making process. The school has focused effectively on a number of new initiatives which have been successful in moving the school forward. Tracking of pupil progress is undertaken diligently, however, target setting is not always sufficiently challenging, particularly in KS1.

31. The governing body (GB) is well informed, very supportive of the headteacher, staff and pupils and is fully committed to the aims, objectives and vision of the school. Several governors are actively involved in the daily life and work of the school and monitor the provision. They meet regularly, have effective oversight of the budget and fulfil all legal duties placed upon them. The school administrative officer makes an important contribution, and day-to-day arrangements are managed effectively and efficiently.
32. The headteacher, governors and staff are committed to maintaining and further improving standards of achievement. All members of staff are involved in the self-evaluation process, with the views of governors, parents and pupils taken into account. The role of curriculum co-ordinators in monitoring and evaluating work continues to develop. The majority monitor provision and share evaluation outcomes at staff meetings, however, findings are not sufficiently linked to the SDP to impact on standards of achievement. There is an imbalance in staff responsibilities in relation to curriculum responsibilities with the headteacher carrying too heavy a load, through being directly responsible for a number of subjects in addition to his role as SENCo.
33. The school development plan (SDP), which encompasses a five year programme, is a detailed and useful document and is based on an appropriate analysis of a number of needs. However, it does not focus sufficiently on strategies for the improvement of standards.
34. The school has a good complement of teaching staff. They have a good range of qualifications and a wide range of expertise. The school invests generously in enthusiastic and effective classroom support staff who are well trained and work very well with the teachers.
35. Overall, there is a very good range of resources to support teaching and learning with outdoor provision of high quality. Pupils have access to new ICT equipment and there is a well resourced library. Pupils make very good use of resources.
36. The recently built classrooms offer very good quality accommodation for teaching and learning. The quality of the learning environment is enhanced by high quality displays which include many examples of pupils work.
37. In terms of the standards pupils achieve and the quality of education, the school provides good value for money.

Recommendations

The school needs to:

- R1. maintain standards of achievement and the quality of provision;
- R2. develop and implement a consistent approach to short-term planning;
- R3. further develop assessment procedures;
- R4. further develop the role of curriculum co-ordinators in monitoring standards of achievement and address the imbalance in staff responsibilities.

The school is addressing aspects of recommendations one, three and four in its current SDP.

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

Standards

Key question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings

38. The findings of the inspection team match the school's judgement in the self-evaluation report.

Pupils' standards of achievement:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
18%	74%	8%	0%	0%

39. The overall quality of educational provision for the under-fives is appropriate to their needs and the children make very good progress towards the Desirable Outcomes for Children's Learning. Baseline assessments show that most children start school with average levels of personal and social, literacy and numeracy skills. The standards of achievement of children under-five are as follows:

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

40. In KS1 and KS2, in the subjects inspected, the standards of achievement are as follows:

Subject	Key Stage 1	Key Stage 2
English	Grade 2	Grade 2
Welsh second language	Grade 2	Grade 2
Science	Grade 2	Grade 2
Information technology	Grade 2	Grade 2
Art	Grade 1	Grade 1

41. Pupils with special educational needs (SEN) make good progress and achieve the targets set for them.
42. In the early years, the standards and progress children make in the key skills across the curriculum are good with outstanding features. Nursery and reception age children listen very attentively to their teacher and the learning support assistants (LSAs). Children talk very clearly and at length and communicate well in role-play activities. An outstanding feature is the development of their personal, social and learning skills.

43. In KS1 and KS2, pupils' speaking and listening skills are good with outstanding features. They listen carefully and speak very clearly at length with good pronunciation and intonation, using a very good range of vocabulary. They read accurately and make good use of their numeracy skills particularly in science. Standards in writing and the use of information and communications technology (ICT) across the curriculum have good features which outweigh some shortcomings. Although there are some good examples, pupils do not write sufficiently on an extended basis across the curriculum and do not consistently use ICT across a range of subjects. Pupils' bilingual skills are developing appropriately. Pupils have a good understanding of teachers' instructions and confidently respond in Welsh. From a young age, pupils work collaboratively in problem-solving, investigating and decision-making; this is an outstanding feature. Their creative skills are very well developed.
44. In 2005 at the end of KS1, pupils' attainment according to teacher assessment in the national curriculum (NC) core subjects of English and science was below local and national averages but well above in mathematics. When compared with all schools and similar schools across Wales, the school's performance is in the bottom 50% of schools but above the lowest performing 25%. There are no significant differences in the performance of boys and girls. Inspection findings grade pupil achievement higher than teacher assessment.
45. In 2005 at the end of KS2, pupils' attainment according to teacher assessment in the NC core subjects of English and science was above local and national averages and well above in mathematics. When compared with all schools and similar schools across Wales, the school's performance is in the top 50% but below the best performing 25%. There has been an upward trend year-on-year since the last inspection. There are no significant differences in the performance of boys and girls.
46. Pupils' behaviour and their attitudes towards learning are consistently good with outstanding features. This contributes significantly to the standards pupils achieve and to the quality of life in the school. Pupils behave well throughout the school day. They are developing into independent, responsible and mature individuals who show respect and consideration for all involved in the school community.
47. Almost without exception, pupils are well-motivated, enthusiastic and enjoy their work and play. They listen attentively to their teachers, settle quickly to task and sustain concentration, often for extended periods. They are keen to do their best and take pride in their achievements.
48. Attendance rates have good features which outweigh some shortcomings. Attendance rates for the past three terms average 93% and the majority of pupils are punctual and keen to attend school. There are few instances of unauthorised absence and parents keep the school well informed of reasons for their children's absence. The school is working diligently to reach an attendance target of 95% but is hampered by the number of parents who take their children on holiday during term time. This has an adverse impact on the continuity of pupils' formal education and on overall rates of attendance for the school.

49. Registration is conducted efficiently and the school complies with attendance requirements set out in the National Assembly for Wales Circular 3/99, *Pupil Support and Social Inclusion*.
50. Pupils' ability to work independently, in pairs and as part of a group is good with outstanding features. They organise group activities fairly, share responsibilities and ensure everyone contributes. From a young age, pupils plan and organise their own work with minimum supervision, use their initiative and make decisions to improve their own learning.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

51. The inspection team's findings match the school's judgement in the self-evaluation report.
52. In the lessons observed, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
17%	65%	18%	0%	0%

53. Overall, the quality of teaching is a strength of the school. The percentage figures for grade 2 and grade 1 teaching are much higher than the WAG's target of 65% by 2007.
54. For the most part, the quality of the working relationship between teachers and pupils is good, and promotes motivation and learning. Teachers display good subject knowledge and they ensure that they are familiar with the latest developments in the field of primary education. They are good language models for pupils to emulate, and make good efforts to promote pupils' bilingual skills.
55. In classes, teachers are enthusiastic and use a variety of teaching strategies and relevant resources effectively. Class management strategies are generally effective and equal opportunities are ensured to a marked extent.
56. When working alongside teachers, classroom assistants make a valuable contribution to the quality of the learning and the teaching. They give good help to small groups of pupils within the classroom as well as effectively supporting individuals.
57. Short-term planning is, however, inconsistent and for the most part is insufficiently detailed, particularly with regard to differentiated tasks to cater for the needs of all pupils.
58. Lessons judged to have outstanding features include:
- high quality planning of rich experiences;
 - very effective use of resources;
 - very effective use of support staff;
 - particularly well developed teaching styles;
 - high quality levels of teacher/pupil interaction.

59. Features of lessons judged to be grade 2 include:
- effective strategies for gaining and maintaining pupils interest;
 - clear communication of learning objectives;
 - good links with previous work;
 - well structured lessons which develop at a good pace;
 - good opportunities for pupils to participate and contribute;
 - effective plenary sessions;
 - effective use of resources including the interactive white board;
 - effective questioning techniques;
 - appropriate levels of intervention, and effective use of praise and encouragement.
60. In lessons judged to be a grade 3, shortcomings include:
- lessons developing at an inappropriate pace;
 - insufficient focus on and challenge for some pupils;
 - lost opportunities to develop aspects of work.
61. Assessment, recording and reporting procedures have good features which outweigh some shortcomings. There is a comprehensive policy in place which identifies a number of procedures. The quality of assessment undertaken in the under-fives class is of high quality with effective use made of the evidence produced. The school uses a wide range of standardised tests for assessing the progress of pupils in KS1 and KS2 and a tracking system is in place to record pupils' progress across the school. The analysis made of the evidence gained from NC tests to inform teaching and learning and to set quantifiable targets is not always sufficiently rigorous; this is an area which is being further developed. Evidence gained from on-going assessment is not consistently used to inform further planning for the needs of all pupils.
62. There are appropriate arrangements each term for recording progress in English, mathematics and science with examples of work kept in pupils' individual record folders. They also contain test results and personal information. In KS1, recording pupils' achievement is not sufficiently matched to National Curriculum levels.
63. Assessment and recording procedures for the foundation subjects are at an early stage of development and are mainly informal in nature. Portfolios of levelled work are being developed for most national curriculum subjects.
64. Work is regularly marked, but the practice of using constructive comments to identify ways forward for pupils is inconsistent. While pupils are involved with teachers in setting their own targets for improvement in English, mathematics and personal and social development, these procedures are at an early stage of development.
65. Procedures for assessing pupils with SEN are good.

66. Reports to parents comply with statutory requirements and are very informative for the under-fives. Reports in KS1 and KS2 provide information on all curriculum areas. In the best examples, they identify pupils' achievements in a concise manner, and set clear targets for improvement. The school provides an interim report for parents half way through the year and also provides them with their children's targets each half term. Parents have opportunities to discuss their children's progress on two occasions each year.

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

Grade 1: Good with outstanding features
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67. The findings of the inspection team match the school's judgement in the self-evaluation report.
68. The overall quality of the learning experiences for the under-fives is an outstanding feature of the school. The High Scope Learning Approach provides very good learning experiences both indoors and outdoors, in each area of learning.
69. The school's response to pupils' learning needs is very good and is an outstanding feature of the school. It reflects the aspirations and needs of pupils well by providing equal access to a broad, balanced and coherent curriculum that is well planned, enabling pupils' progression. Outstanding opportunities are provided to extensively develop pupils' creative, investigative, personal and social skills.
70. Curriculum planning builds systematically on existing knowledge, understanding and skills. The topic approach used by the school is very effective and promotes strong cross-curricular links. The curriculum is stimulating and enriched, ensuring good continuity and progression throughout the school. The enrichment includes a planned series of visits both in and out of school that significantly enhances the pupils' social and cultural development.
71. The 'Forest School' initiative is an outstanding feature of the curriculum and succeeds in encouraging pupils to grow in self-esteem and confidence through the achievement of tasks in a woodland setting. Planned links to other areas of the curriculum are extremely well developed and impact significantly on pupil progress in problem solving and creative skills.
72. The provision for the development of key skills across the school is good overall, however, opportunities for progress in all key skills is less well defined and not consistently outlined in short-term plans. Pupils' bilingual skills and the development of Y Cwricwlwm Cymreig are actively promoted across a range of curricular areas; both pupils and staff have a positive attitude towards the language and culture of Wales.
73. Pupils benefit from equal opportunities to participate in an extensive range of extra-curricular activities including netball, rugby, football, aerobics and touch typing, and cultural activities including drama and music. All pupils have the opportunity to achieve high standards, enriching and enhancing their development.
74. The spiritual, social, moral and cultural development of the pupils is good overall. Class and whole school assemblies make an important contribution to pupils' understanding of moral issues and help them to respect the truth and make

sensible decisions, however, opportunities to encourage pupils' spiritual development are less prominent. Pupils participate in a wide variety of cultural activities, and support charities generously. The school fosters a positive attitude to learning in a supportive and trusting environment.

75. The school's partnerships with parents, the local community, other schools and higher education institutions are good with outstanding features. They enrich the life and work of the school and enhance pupils' learning experiences. Many parents are highly supportive of the school, express satisfaction with the aims and values that the school promotes and particularly appreciate the sense of community fostered by the school.
76. Parents are kept well informed through regular newsletters, curriculum topic information, an informative annual report of the governing body, daily informal contact and by regular meetings with teachers to discuss their children's work and progress. The school prospectus is currently being updated and reprinted to ensure all relevant information is included. A constructive home/school agreement is in place, which has readily been accepted by parents.
77. Parents and friends make a very good contribution to the life and work of the school by supporting school activities, developing the school grounds, accompanying pupils on educational visits and in fund-raising for the school. The Parent and Teacher Association (PTA) organises many social and fund-raising activities that enhance links with the local community and provide the school with a valuable source of additional income to enhance learning resources for all pupils.
78. The school has developed very effective partnerships with the secondary schools to which pupils transfer. Joint in-service training, teacher exchanges and bridging units help to promote continuity of education between KS2 and KS3.
79. The school has established successful partnerships with institutes of higher education and regularly provides training facilities for student teachers and students undertaking childcare and vocational qualifications. Students are well supported and mentored and they make a positive contribution to the life of the school.
80. The many positive links with the local community are very effective and contribute significantly to pupils' learning in a number of curriculum areas. The school and its various activities are very well supported and valued by the local community.
81. The school is successful in raising pupils' awareness of the world of work, and the vocational aspect of the personal and social education (PSE) programme is well addressed by teachers. Through their visits to a variety of retail, commercial and industrial sites, pupils are gaining first-hand knowledge of different working environments and an understanding of the variety of work undertaken in their locality and further afield.

82. Local businesses, industries and agencies are very supportive of the school and have been actively involved in the development of the school gardens and grounds. Several teachers have undertaken relevant industrial placements, which have contributed to their professional development and enhanced curriculum provision for pupils.
83. The headteacher and staff are highly successful in tackling social disadvantage, in challenging stereotyping and in promoting equal opportunities for all pupils. High expectations of pupils with regard to behaviour and achievement, coupled with extensive work to promote pupils' independence, ensure that all pupils know they are valued equally and as individuals. The school's commitment to social inclusion for all pupils is exemplary.
84. Pupils' awareness and understanding of sustainable development and global citizenship are outstanding, and environmental awareness permeates the life and work of the school. The whole school community actively promotes sustainable development and pupils monitor rigorously the amount of energy and water consumed by the school.
85. Pupils are actively involved in the development of their school grounds and gardens and have a very good understanding of the need to re-cycle and compost waste. The school is working towards achieving the *Sustainable School's Award* at silver level and has been awarded the European Green Flag in recognition of its commitment to conservation and the environment through the *eco-schools award scheme*.
86. Global citizenship is very well promoted by the school. The excellent links established with the Botsalano community in Botswana give pupils a clear understanding of the lives of people on a different continent and the global and economic forces that shape their lives.
87. Pupils' entrepreneurial skills are developing well. Pupils are fully involved in decision-making through class councils, the school council and the eco committee. They raise funds for charities, lead environmental and conservation work and enter a range of competitions with energy and initiative. Their enterprise work reflects their commitment to sustainability.
88. The school is successfully laying the foundations for lifelong learning and community regeneration, and national priorities are well reflected in the life and work of the school. The 'wrap around' care and the wide range of after-school activities are greatly valued by pupils and parents.
89. Pupils are very aware of their own community and how they can contribute to its regeneration and continued success through active citizenship, partnership and care for the environment.

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

Grade 2: Good features and no important shortcomings

90. The findings of the inspection team match the school's judgement in the self-evaluation report.
91. The school provides high quality personal guidance to its pupils. The attitude of the pupils towards the school is positive and they state that their school is a caring and happy community. The vast majority of them feel confident in turning to staff if they have any problems or worries.
92. All staff know pupils well and are aware of their backgrounds. Personal and pastoral care arrangements are effective and are a strength of the school's provision. Early intervention is provided for pupils in need of support and parental review meetings are well structured. Planning and management of care arrangements and support services are outstanding features.
93. Partnership and communication with parents and carers are good overall. The school's open door policy allows parents daily opportunities to discuss issues. More formal arrangements exist for parents and carers to attend the school twice a year for dialogue with teachers on their child's progress.
94. Very good arrangements exist for introducing the school to prospective new pupils and their parents or carers. The deputy headteacher undertakes home visits prior to pupil commencement. Links with the local playgroup are very good and make an important contribution to the process.
95. Very effective procedures are in place to monitor pupils' behaviour, performance, attendance and punctuality and appropriate action is taken to deal with any issues as they arise.
96. The school's policies and procedures to promote good behaviour are effective. Pupils who demonstrate emotional and behavioural difficulties are counselled, parents are involved, and support is sought from external agencies and the behaviour support unit of the LEA when necessary. These arrangements work well and, with sensitive support, pupils' behaviour usually improves.
97. Very effective procedures are in place to encourage good attendance and punctuality, to ensure pupils' absence is adequately explained and to follow up situations where necessary. Regular and effective liaison takes place with the education welfare services both in Pembrokeshire and Carmarthenshire.
98. Class teachers monitor pupils' academic progress and pupils are beginning to take a more active role in planning and understanding their own progress through the setting of both academic and personal development targets.
99. The school has clear, well-documented procedures for assuring pupils' health, safety and well-being, which are implemented carefully by staff and the

governing body. Staff are successful in establishing an environment where children feel safe and secure.

100. Arrangements for dealing with accidents and emergencies are well established and effective; all staff have undertaken training in first aid procedures, and pupils are well supervised at break times.
101. As part of *Welsh Network of Healthy Schools*, the school is successful in promoting healthy eating and a healthy lifestyle. Pupils can access fruit at break time, and fresh water is readily available throughout the school day.
102. The duty of care is fundamental to the school's ethos and consequently the school works in children's best interests to nurture their welfare and to protect them from harm. The headteacher ensures that the school's policies and procedures for dealing with child protection issues are clearly understood and implemented by staff.
103. The overall provision for pupils with SEN is good. The SEN policy conforms to the Code of Practice and the headteacher as SEN co-ordinator (SENCo) oversees the provision. At an early stage, the school makes use of teacher expertise and a number of tests to identify pupils with SEN.
104. Individual education plans (IEPs) are drawn up for all pupils on the SEN register, with input from parents, and reviewed each term. Targets are mainly literacy based and do not always sufficiently address the needs of pupils with numeracy deficiencies. Good support is provided by a specialist support teacher, mainly on a withdrawal basis, with good use made of ICT to support teaching and learning; pupils make good progress. A pupil with English as an additional language (EAL) is making rapid progress. The needs of the statemented pupils are met. Good assessment and record keeping procedures are undertaken and there are appropriate links with outside agencies.
105. The quality of provision for equal opportunities is outstanding and pupils have equal access to the curriculum and other facilities within the school.
106. The headteacher and staff recognise the diversity of pupils' backgrounds and ensure that all pupils are valued equally and are treated with care and respect. Pupils make progress regardless of their social, educational, ethnic or linguistic backgrounds. Teachers successfully promote gender equality and challenge stereotypes; this is especially evident during extra-curricular and sporting activities.
107. Good race relations are promoted successfully and the school values and celebrates diversity. Clear, effective documentation underpins good practice and the headteacher and governing body monitors and evaluates the school's work in this area.
108. The school makes all reasonable efforts to secure the equal treatment of disabled pupils. An accessibility audit has been undertaken and a plan put into

place to demonstrate how staff will make improvements in access to the curriculum, physical access and the provision of information for disabled pupils.

109. The measures taken by the school to eliminate oppressive behaviour including racial discrimination, bullying and all other forms of harassment are effective; such incidents are infrequent.

Leadership and management

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

Grade 2: Good features and no important shortcomings

110. The findings of the inspection team match the school's judgement in the self-evaluation report.
111. There are clear structures for effective and efficient management. Lines of communication and routines are good and allow the daily work to proceed smoothly. The ethos of staff working closely as a team is one of the school's strengths.
112. The headteacher provides good leadership. He gives a clear sense of direction to the life and work of the school and has a good vision for its future. He ensures the provision of equality of opportunity for all and that the aims of the school are clearly understood, are reflected in its policies and work, and provide a strategic direction for the school. He works in very close partnership with a very effective deputy headteacher who is a very good role model as a classroom practitioner. Teachers and non-teaching staff are very supportive and all contribute to the decision making process.
113. Senior managers effectively monitor and review a number of areas of school life including the quality of teaching. Short-term planning is, however, insufficiently monitored while the approach to monitoring progress in standards is less well developed. Tracking of pupil progress is undertaken diligently, however, target setting is not always sufficiently challenging, particularly in KS1.
114. There is an imbalance in staff responsibilities in relation to curriculum responsibilities with the headteacher carrying too heavy a load, through being directly responsible for a number of subjects in addition to his role as SENCo.
115. The school operates in line with its performance management policy and the process has been well established and is developing effectively. Performance management gives a foundation for continuing professional development which is effectively led by the deputy headteacher. All staff are involved in on-going training and attend a well focused range of appropriate courses which have a positive impact on their own development as well as helping to meet the needs of the school. These experiences are effectively shared with others.
116. The school's focus on national and local priorities is a particular strength of its life and work, and a number of initiatives reflect current national priorities to a very high standard. These include, for example, the further development of ICT provision, the promotion of bilingualism, the Eco schools' programme, health education, the forest school and the establishment of high scope accreditation where, as a result of the deputy's expertise, the school is a centre for training.

The school's success in some of these fields has been recognised by national awards.

117. The governing body is well informed, very supportive, and is fully committed to the aims, objectives and vision of the school. Several governors are actively involved in the daily life and work of the school, ensuring the school's aims and objectives are fully realised. Governors know the local community very well and appreciate and value the contribution the school makes to it.
118. Governors fully understand their responsibilities and through regular reports by the headteacher and staff, are well positioned to help the school in its strategic planning. This, together with visits to the school, enables governors to have appropriate insight into the quality of provision.
119. Governors meet regularly, have effective oversight of the budget and fulfil all legal duties placed upon them. Appropriate policies and procedures are in place to meet statutory requirements and these are monitored and reviewed on a regular basis.
120. The school administration officer makes an important contribution, and day-to-day arrangements are managed effectively and efficiently.

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

Grade 2: Good features and no important shortcomings

121. The findings of the inspection team match the school's judgement in the self-evaluation report.
122. The headteacher, governors and staff are committed to maintaining and further improving standards of achievement. All members of staff are involved in the self-evaluation process, with the views of governors, parents and pupils taken into account.
123. Through sub-committees and the headteacher's report, governors play an increasingly active part in monitoring the quality of the provision and have a developing understanding of the school's strengths and priorities to be implemented through the SDP.
124. The role of curriculum co-ordinators with regard to monitoring and evaluating work continues to develop. The majority have a good overview of the education provided. They sample pupils' work and are gathering portfolios of levelled work. They evaluate their areas of responsibility, visit classes to monitor lessons and undertake an audit of the provision. Co-ordinators share evaluation outcomes at staff meetings, however, findings are not sufficiently linked to the SDP to impact on standards of achievement.
125. The school development plan (SDP), which encompasses a five year programme, is a detailed and useful document and is based on an appropriate analysis of a number of needs. The document, however, does not focus in a sufficiently direct manner on strategies for the improvement of standards. Overall, the document outlines a number of priorities and targets, specific objectives, actions to be taken, time scales, monitoring and evaluation procedures and financial obligations.
126. The self-evaluation report, produced by the school before the inspection, is comprehensive. It identifies strengths and weaknesses for improvement and is supported by a wide range of documentary evidence.
127. The school has made good progress since the last inspection in terms of addressing the key issues identified in the report. It has continued to raise standards of achievement in KS2. A more rigorous programme of monitoring and self-evaluation procedures has been devised and continues to be further developed. However, a consistent approach to short-term planning is not implemented in all classes.
128. The inspection team agrees with the school's recognition of its strengths and areas for improvement and with the judgements made by the school on the seven key questions.

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

Grade 2: Good features and no important shortcomings

129. The findings of the inspection team match the judgement made by the school in the self-evaluation report.
130. The school has a good complement of teaching staff to deliver the curriculum. Teachers have a good range of qualifications. The school invests generously in enthusiastic and effective classroom support staff who are well trained and work very well with the teachers. All staff have job descriptions which give a clear outline of their responsibilities. Owing to intermittent short-term contracts, a formal induction programme for the newly qualified teacher (NQT) was not accessed. Following the inspection, the programme is now in place.
131. Planning, preparation and assessment (PPA) time is appropriately organised and involves, in part, two teachers having the opportunity to focus on their particular expertise with various classes. The school is currently involved in monitoring the effectiveness of the PPA workload agreement.
132. Overall, there is a very good range of resources to support the curriculum. There is a very good supply of resources to support the high quality under-fives programme. Pupils have access to very good ICT equipment. There is a well resourced library.
133. The school has recently been re-developed and extended and offers very good quality accommodation for teaching and learning. The buildings and surroundings provide a highly stimulating learning environment. The quality of the learning environment is enhanced by high quality displays which include many examples of pupils' work in various curriculum areas. The hall provides appropriate accommodation for whole school gatherings and physical education lessons although the storage of dining tables in the hall has a constraining effect. Withdrawal sessions for pupils with SEN, based at the back of the hall, has shortcomings, particularly in relation to noise from physical education lessons. Outdoor play areas, including the nature garden, support significantly enhanced levels of outdoor play and learning. The caretaker and cleaners make valuable contributions in maintaining the cleanliness and high standard of the accommodation.
134. The school makes very good use of its accommodation and resources. The school administrator, in partnership with an enhanced financial service to schools, provided by the LEA, manage the budget very carefully and efficiently and keep the headteacher and governing body well informed. This, in turn, enables them to make considered decisions and address any unforeseen circumstances.
135. The recent and continued investment in high level ICT equipment and additional outside resources has had a significant, positive impact on standards of teaching and learning. In addition, the well trained support staff are effectively deployed to

deliver good quality support to all pupils across the phases including those with SEN. Overall, staff are deployed, managed and developed effectively.

136. Resources are effectively matched to the school's priorities and the headteacher and governing body have suitable regard for the principles of best value and regularly monitor the impact of spending decisions.
137. In terms of the standards pupils achieve and the quality of education, the school provides good value for money.

Standards achieved in subjects and areas of learning

Under- fives

138. The overall quality of educational provision for the under-fives is appropriate to their needs and the children make very good progress towards the Desirable Outcomes for Children's Learning.

Language, literacy and communication skills

Grade 1: Good with outstanding features

Good/outstanding features

139. Nursery age children's listening and speaking skills are outstanding. They listen carefully and speak confidently about their experiences. Children know and enjoy a range of songs and rhymes. They handle books correctly and know that words and pictures have meaning. They experiment confidently with marking instruments.
140. Reception age children listen very attentively to stories. Children remember and relate to the broad thrust of a story and identify initial sounds confidently. They understand that words and pictures convey meaning, and a significant number begin to develop good reading skills. Development of their oral skills is an outstanding feature. Children gain significant confidence when role-playing and responding to questioning. They enjoy marking and basic writing experiences in their emergent writing exercises. The more able children begin to copy sentences and write independently when planning their activities. Children understand and respond very well to Welsh commands and instructions, and confidently express feelings, likes, dislikes and needs. They sing a wide range of Welsh songs and rhymes.

Shortcomings

141. There are no significant shortcomings.

Personal and social development

Grade 1: Good with outstanding features

Good/outstanding features

142. Nursery age children develop very good relationships with adults and other children, showing care and respect. They know routines and are confident and eager to explore new learning situations; these are outstanding features. They respond positively to new cultural experiences and understand and use a range of new Welsh words and phrases.

143. Children of reception age play very well together, and form appropriate relationships with their peers and adults. They respond very positively to a wide range of new cultural experiences and exercise very good self-control; these are outstanding features. They concentrate for long periods when involved in tasks. They take responsibility for their personal hygiene. They help to put equipment away at the end of each session.

Shortcomings

144. There are no significant shortcomings.

Mathematical development

Grade 1: Good with outstanding features
--

Good/outstanding features

145. Children of nursery age sing number songs and rhymes. They count objects and most understand numbers to five and beyond. Children have a good understanding of shape. They recognise and create patterns using a computer program.
146. Reception age children count confidently to 20 and beyond, count forwards and backwards and sequence numbers confidently, knowing one more than and one less than. Children display very good mental strategies when adding and subtracting numbers; these are outstanding features. Children match shapes confidently and identify some two and three-dimensional shapes. They develop a good understanding of the mathematics of money and time in role-play activities.

Shortcomings

147. There are no significant shortcomings.

Knowledge and understanding of the world

Grade 1: Good with outstanding features
--

Good/outstanding features

148. Nursery age children talk knowledgeably about the jobs that people do. They have a developing understanding of the natural habitats of a range of birds, animals and insects and begin to appreciate the importance of the environment. They plant a range of seeds to understand about food and how it's grown.
149. Reception age children have a very good understanding of the seasons and their features. They experiment by growing plants and observe insects at work. They explore and recognise features of living things speaking confidently about newts and frogs; these are outstanding features. They have a very good understanding about food; they follow recipes accurately when preparing simple meals. Times of the day and historical artefacts are sequenced confidently. They identify a

developing range of workers by characteristics of work. They begin to understand the use of a variety of information sources using books and information technology with significant confidence. Children become engrossed in modelling activities on computer. Children's cultural development is well addressed through Y Cwricwlwm Cymreig; they are familiar with their locality.

Shortcomings

150. There are no significant shortcomings.

Physical development

Grade 1: Good with outstanding features
--

Good/outstanding features

151. Children of nursery age use a wide range of toys and equipment with very good control. They select and use a range of small tools with due regard to their health and safety.
152. Reception age children handle pencils, brushes and scissors with exceptional control. They ably use hammers and screw drivers when joining two pieces of wood. They have a good awareness of their own bodies and their growth. In formal Welsh folk dancing activities, they move in unison and use space appropriately. Children use large apparatus well to develop their pushing, pulling, climbing and sliding skills in the stimulating outdoor play area.

Shortcomings

153. There are no significant shortcomings.

Creative development

Grade 1: Good with outstanding features
--

Good/outstanding features

154. Children of nursery age paint and print using a variety of tools. They make appropriate choices about the colours they use and experiment. They know a range of songs. They interact well in role play and imaginative drama.
155. Reception age children display outstanding skills when using a very good range of materials in gluing, cutting, modelling and decorating activities. Children make appropriate choices about colours and medium. Their observation skills are developing well; they can comment on their own work and that of others. They utilise their ICT skills well when creating good quality environmental signs. They enjoy role play and respond to and enjoy rhythm in music.

Shortcomings

156. 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

157. Building on their effective early years experiences, pupils in KS1 make very good progress in speaking and listening and a significant number reach high standards. They confidently use a developing vocabulary and contribute very effectively to discussions on for example, a class story in Y1 and a group poem in Y2.
158. Pupils in KS1 make good progress in reading and at appropriate levels, read accurately with good levels of understanding and enjoyment. A significant number develop effective skills of reading with expression and understanding. Pupils have a good awareness of features on the covers of books.
159. Across KS1, pupils make good progress in writing and by the end of the key stage most are developing well as independent writers. Pupils in Y1 are developing good skills of writing and sequencing a range of sentences and short paragraphs, some of which are word processed. A number use more complex sentences effectively. Pupils write accounts, descriptions and sequence stories and many Y2 pupils are beginning to have a good familiarity with the layout of letter writing. Y2 pupils create well written group poems and make good use of collective nouns in their work. Most pupils display appropriate punctuation skills and are beginning to correct their own work.
160. Speaking and listening skills across KS2 are good and often very good. At appropriate levels, the great majority of pupils speak clearly and confidently and enjoy contributing to discussions. Younger pupils discuss non-fiction texts effectively while older pupils effectively focus on scenes from their class novel or when responding to poems. Pupils develop good skills in supporting arguments.
161. In KS2, pupils make good progress in reading clearly and accurately. At appropriate levels, most demonstrate good understanding, discuss characters, plots and favourite authors effectively and make good quality predictions about the outcome of stories. In Y3, pupils use content and index pages effectively while pupils in Y4 pupils make good progress in identifying relevant information in texts. Older pupils demonstrate good skills in gathering information on a range of subjects, including myths and legends.
162. KS2 pupils make good progress in writing, both in terms of content and the conventions of writing. By the end of the key stage, they use paragraphs effectively. Within the subject of English, they write, for the most part, for an

appropriate range of purposes, which include accounts, descriptions, diaries, stories and a variety of poems of good quality. Many younger pupils write effective descriptions of autumn scenes while older pupils produce well written autobiographies and stories for younger children. Most pupils develop appropriate skills in drafting and redrafting their work using ICT.

163. Overall, good features outweigh shortcomings in handwriting. By the end of KS2, a significant number have reached high standards.

Shortcomings

164. There are no significant shortcomings, however, KS2 pupils' skills of persuasive writing are insufficiently developed.

Welsh second language

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

Good features

165. In both key stages, pupils demonstrate positive attitudes towards Welsh and respond effectively when given opportunities to use the language. A very effective foundation is established in the early years with particular regard to familiarising children with the sounds of the language and the grasp of a basic vocabulary and sentence patterns. As they move through the school, they develop an increasing confidence in their use of Welsh, and make good progress in their pronunciation and intonation skills.
166. Pupils in KS1 make good progress in speaking and listening. They respond particularly well to instructions and ask and answer questions effectively about the weather, colours, personal information, likes and dislikes. They develop a good grasp of a range of sentence patterns and vocabulary relating to personal features. Older pupils respond well to questions relating to a class story book and make good use of role-play situations to demonstrate understanding and communicate information.
167. At appropriate levels, KS1 pupils make good progress in reading. They read captions and class story books accurately, with good levels of understanding and often with good expression. A number are beginning to make appropriate progress in reading independently.
168. Pupils across KS1 effectively write phrases and simple sentences based on their acquired vocabulary with an appropriate level of accuracy. Older pupils confidently join sentences to form simple paragraphs.
169. In KS2, younger pupils demonstrate good speaking and listening skills and use a variety of sentence patterns and vocabulary relating to a range of personal information. Pupils in Y3, for example, make good use of prepositions in their

work. Older KS2 pupils make good use of video material to enhance their conversational skills, for example, in a cafe scene. Most pupils focus well on a range of questions, give reasons for preferences and use vocabulary and sentence patterns relating to the third person in an appropriate manner.

170. Across KS2, most pupils make particularly good progress in reading. They read effectively in whole-class situations and many are developing well as independent readers. Their reading shows a good development in terms of accuracy, expression and understanding.
171. The majority of pupils across KS2 make appropriate progress in their writing skills. At the lower end the majority demonstrate good skills as they write a range of sentences, short paragraphs and simple dialogues, using given patterns. Using familiar patterns, older pupils write more extended pieces of writing including diaries, advertisements and dialogues, using the third person in an appropriate manner.

Shortcomings

172. In both key stages, pupils' independent writing skills are insufficiently developed.

Science

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

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

173. Across both key stages, pupils make good progress in their skills, knowledge and understanding of the programmes of study. They develop very good attitudes towards scientific investigations. Pupils are curious and eager to carry out activities and, overall, they work collaboratively and discuss their observations sensibly.
174. By the end of KS1, pupils' develop a good understanding of the concept of a fair test. They make predictions and enthusiastically carry out investigations with help. They include correct scientific vocabulary when presenting findings in a variety of suitable ways, such as drawings, writing and tables, sometimes using ICT.
175. In Y1, pupils' observational skills are very good. Whilst on a visit to 'Forest School' they show an excellent knowledge of nature. They identify different types of birds, leaves and trees and talk quite confidently about the effects of deforestation on wildlife. With support, pupils plan an investigation to identify magnetic and non-magnetic materials. They show a good knowledge of the properties of a variety of common materials.
176. In KS2, Y3 pupils interpret well the results of a class survey on pets and food; they make sensible predictions and sift through information to plot a bar chart and record their results accurately and neatly. Pupils articulate their conclusions clearly.

177. Whilst investigating streamlining, pupils in Y4 ask good questions and, with support, plan an experiment to test their theories. By the end of the lesson, they have a good understanding of the key concepts of friction, gravity and resistance and understand the practical implications of streamlining in the real world.
178. By the end of KS2, pupils make accurate predictions and give good reasons for their ideas. They have a good recall of knowledge gained from previous work. In Y6, pupils use everyday problems to launch into scientific investigations; they use their problem solving skills effectively. When investigating series and parallel circuits, pupils show good understanding of how traffic lights work.

Shortcomings

179. There are no significant shortcomings.

Information technology

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

Good features

180. Throughout the school, pupils make good use of the interactive whiteboards to enhance their learning.
181. KS1 pupils develop good mouse control when using a paint program to produce good quality pictures and confidently select colours and brush sizes.
182. Pupils in KS1 make good progress in developing early word processing skills, ably changing font size and colour and making selections when writing letters and personal profiles. Pupils are becoming confident in incorporating imported images alongside text. They resize, reposition and print their pictures with developing accuracy.
183. Older KS1 pupils confidently use a prepared database on a developing range of topics to display information in graphic form. Using simple templates, they import graphics and add text when designing an information leaflet.
184. Pupils in KS2 build on the knowledge, understanding and skills acquired in KS1. Younger KS2 pupils further develop their word processing skills when recording their visit to the Forest School. They demonstrate a growing confidence in printing and saving their work. They become better informed as to the capability of various software and select the appropriate software for a given purpose. They demonstrate increasing abilities of being able to cut and paste between programs and successfully produce repeating patterns.
185. Older KS2 pupils make good progress and demonstrate increasing confidence when searching a database to support an investigation. They confidently work in

pairs, effectively using their search skills to present the outcomes of investigation in an appropriate format. They record data gathered from the school's weather station on a regular basis, classifying, checking for accuracy and preparing information for processing with ICT.

186. When producing a multimedia CD-ROM, Y6 pupils successfully filmed, scripted and performed as newscasters in a newsround programme about their school. They successfully undertook a powerpoint presentation of the school's involvement in the Tir a Môr project; these are outstanding features.

Shortcomings

187. There are no significant shortcomings.

Art

Key Stage 1 Grade 1: Good with outstanding features

Key Stage 2 Grade 1: Good with outstanding features

188. In both key stages, pupils display mastery of a wide variety of skills and techniques and the close links with parents and the local community greatly enhances the pupils' achievements throughout the school.
189. KS1 pupils work with a wide variety of resources and have access to art materials all the time. Pupils are encouraged to become independent, and their confidence develops quickly. They develop their observational skills very well when sketching their environment. Y1 produce some outstanding examples of sketches linked to plants, flowers and wildlife. They make very good progress in the development of their creative skills when using clay, chalk, paints and art through ICT.
190. In KS1, pupils' three-dimensional artwork is of a high quality. Y2 pupils work collaboratively in groups to make a totem pole from wood, fabric, paper and metal, enhancing their problem solving and communication skills.
191. Through Forest School activities, KS1 pupils work creatively outdoors using natural materials to make artefacts, collages and three-dimensional structures. Pupils explore and experiment with the visual language of art.
192. In KS2, pupils extend their learning about different cultures through museum and castle visits and visiting Welsh artists. This results in examples of good quality practical work. Pupils produce interesting and thoughtful Celtic designs for screen-printing and some outstanding examples of 'round houses' in Y6. In Y3, pupils develop good skills in choosing colours and fabric for weaving landscapes in their study of texture. The techniques used by Andy Goldsworthy in environmental art influence their ideas greatly.
193. Older KS2 pupils successfully use ICT as a resource for research and image manipulation and use their knowledge in other subject areas to develop their

creative skills. Pupils' technical art vocabulary is well established and pupils are beginning to gain confidence in evaluating their work.

Shortcomings

194. There are no significant shortcomings.

School's response to the inspection

We appreciate that the inspection team agreed with the judgement made by the school in all of the seven key questions, and that they recognise that Tavernspite School is a good school with some outstanding features. We are pleased that the inspectors have highlighted the provision for the under-fives as a major strength, and that the quality of teaching and pupils' learning experiences are outstanding features.

We also appreciate the recognition given to the school's partnership with parents, the local community and other schools, and the enthusiastic and effective classroom support staff working at the school.

The staff and governors recognise the value of the inspection process and, in identifying strengths and areas for development, we will be able to continue to develop the quality of education offered to our pupils and further raise standards.

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

Appendix A

Basic information about the school

Name of school	Tavernspite Primary School
School type	Community
Age-range of pupils	3-11 years
Address of school	Tavernspite, Whitland Pembrokeshire
Postcode	SA34 0NL
Telephone number	01834 831691

Headteacher	Brian Jones
Date of appointment	April 1987
Chair of governors/ Appropriate authority	Paul Sansom
Registered inspector	Jeffrey Harries
Dates of inspection	3 rd – 5 th April 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	11	19	25	28	23	32	28	24	190

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	8	3	9.3

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	19:1
Pupil: adult (fte) ratio in nursery classes	11:1
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	25
Teacher (fte): class ratio	1.3:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of School
Autumn 05	93%	94%	93%
Summer 05	96%	95%	94%
Spring 05	94%	94%	93%

Percentage of pupils entitled to free school meals	10%
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:		22		
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher Assessment	School	0	9	14	50	27
		National	0	4	13	63	20
En: reading	Teacher Assessment	School	0	9	18	46	27
		National	0	3	11	63	23
En: writing	Teacher Assessment	School	0	9	18	46	27
		National	0	5	14	69	11
En: speaking and listening	Teacher Assessment	School	0	5	18	41	36
		National	0	4	14	55	27
Mathematics	Teacher Assessment	School	0	0	0	64	36
		National	0	2	11	63	24
Science	Teacher Assessment	School	0	0	18	50	32
		National	0	2	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	77.3%	In Wales	80.1%

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				35				
Percentage of pupils at each level												
			D	A	F	W	1	2	3	4	5	6
English	Teacher assessment	School	0	0	0	0	0	3	14	49	34	0
		National	1	1	0	1	1	5	16	46	30	0
Mathematics	Teacher assessment	School	0	0	0	0	0	3	6	63	28	0
		National	1	1	0	0	1	3	17	46	31	0
Science	Teacher assessment	School	0	0	0	0	0	3	6	51	40	0
		National	1	1	0	0	0	1	8	50	39	0

Percentage of pupils attaining at least level 4 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	80.0%	In Wales	71.9%

- D Pupils who are exempted 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

The inspection was carried out by a team of four inspectors who spent a total of nine inspector days at the school. The deputy head joined the team as a nominee and there was also a peer assessor.

Before the inspection:

- a meeting was held with the head and deputy head to discuss the school's self-evaluation report
- meetings were held with the staff, the governing body and 14 parents who attended the pre-inspection meeting;
- questionnaires were distributed to all parents and the 50 completed questionnaires were analysed and the inspection team took note of the results; 96% of the responses were positive;
- school documentation was examined.

During the inspection:

- evidence was based on the inspection of classes in a total of 48 lessons or sessions across the age groups;
- other observations included assemblies, registration, playtimes and lunch-times;
- discussions were held with pupils about aspects of their life and work in the school;
- inspectors listened to a representative sample of pupils read;
- inspectors held discussions with teachers about their areas of responsibility;
- inspectors undertook a scrutiny of pupils' work from each year group, as well as work in the classrooms and on display around the school;
- post-inspection meetings were held with the headteacher, staff and the governing body.

Appendix E

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Jeffrey Harries, Registered Inspector	Context Summary and recommendations Key questions 1, 4 and 6 Under-fives Information technology
Mr Brinley W Jones, Team Inspector	Key questions 2, 5 and 7 English Welsh second language
Mr Jeffrey J Beecher, Team Inspector	Key question 3 Science Art
Mrs Janet Warr, Lay Inspector	Contributions to key questions 1,3,4 and 5
Mrs Susan Evans, Peer Assessor	Observing lessons and assisting with judgements
Mrs Ann Stirling, Deputy headteacher, Nominee	Observing lessons and supplying information

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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.