

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

**Templeton County Primary School  
School Road  
Templeton  
Pembrokeshire  
SA678RS**

**School Number : 668/2261**

**Date of Inspection : 24-26 March, 2003**

**BY  
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Registered Inspector : WO83  
15 May, 2003  
Under Estyn contract number T/ 157/02P**

## CURRICULUM NOMENCLATURE AND KEY STAGES

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

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

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

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

## GRADE DESCRIPTIONS

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

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

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## 1. CONTEXT

### The school and its priorities

The school is located in the small rural village of Templeton, near Narberth, Pembrokeshire. There are 133 pupils, aged between 4 and 11 years, on the school roll and the vast majority come from the village itself or from the surrounding area. The area is described as one that is economically advantaged; 10% of the pupils are entitled to receive free school meals. English is the main language spoken in the home. 34 pupils are included on the special educational needs [SEN] register, including five pupils with a statement of SEN.

The School Development Plan [SDP] includes the following priorities:

- to develop pupils' skills in science, mathematics and information and communication technology (ICT);
- to extend pupils' skills in art, music and drama;
- to monitor the effective delivery of the curriculum;
- to increase support for pupils with SEN;
- to extend the staff development programme;
- to encourage the wider community to participate in the education of pupils at the school.

## 2. MAIN FINDINGS

### The main findings of the report

The school fosters a caring environment where all pupils are valued and the contribution of every individual is appreciated and recognised. The quality of relationships throughout the school is very good and this contributes significantly to pupils' self-esteem, confidence and positive behaviour. The headteacher and staff know and understand pupils well and effectively support their academic progress, their social development and their personal wellbeing.

- The quality of provision for children under-five is appropriate and successfully promotes the Desirable Outcomes for Children's Learning. Standards of achievement are as follows:

	<b>Reception</b>
Language, literacy and communication skills	Good
Personal and social development	Very Good
Mathematical development	Very Good
Knowledge and understanding of the world	Very Good
Creative development	Very Good
Physical development	Good

- In Key Stage 1 [KS1] and KS2, pupils' standards of achievement in the National Curriculum [NC] subjects and religious education are as follows:

	<b>Key Stage 1</b>	<b>Key Stage 2</b>
English	Good	Good
Mathematics	Good	Good
Science	Satisfactory	Satisfactory
Welsh second language	Satisfactory	Satisfactory
Design and Technology	Satisfactory	Satisfactory
Information Technology	Satisfactory	Satisfactory
History	Satisfactory	Satisfactory
Geography	Satisfactory	Satisfactory
Art	Good	Good
Music	Satisfactory	Satisfactory
Physical Education	Satisfactory	Good
Religious Education	Satisfactory	Satisfactory

- Pupils make satisfactory use of key skills, namely literacy, numeracy and ICT, in their work across the subjects.
- It was judged that standards of teaching were very good in 11% of lessons, good in 47% and satisfactory in the remaining 42%. When teaching is good or very good, expectations are high, initial presentations are of good quality, tasks are challenging and pupils' attention is constantly engaged. Where there are shortcomings in the teaching, lesson objectives are imprecise and tasks lack sufficient challenge to extend pupils, particularly the more able.
- The quality of provision for pupils with SEN is good and pupils make consistent progress in their work. Pupils have access to a relevant curriculum and are fully integrated into the life and work of the school. The teachers and support staff work closely with pupils and offer good quality support.
- The school provides a broad, balanced and relevant curriculum. Policies are available for all subjects and offer staff useful guidance. Teachers' medium and short-term planning is more variable. In the best practice, there is good attention to the skills to be developed and tasks are clearly planned to meet the wide range of ability within classes. This approach is not implemented consistently across the school.
- Pupils' personal and social education is effectively developed across the curriculum and the school promotes a good understanding of a healthy lifestyle.
- The quality of assessment, recording and reporting is good. Pupils' progress is regularly assessed and recorded, and the reports to parents provide a detailed account of pupils' attainment. To date, assessment outcomes are insufficiently used in planning future work.
- The headteacher offers sensitive and caring leadership and succeeds in establishing a very good relationship with pupils, staff, parents and governors. The school has recently gained the Basic Skills Agency's Quality Mark and the Investors in People

Award. The governing body is highly supportive of the school and members carry out their duties confidently and efficiently. They take an active role in financial management and spending decisions are carefully monitored to ensure the best value for money.

- The SDP sets suitable targets for a range of curricular and general matters but issues relating to expenditure and staff development needs are insufficiently addressed in the document.
- The school provides good opportunities for pupils to participate in extra-curricular activities including clubs such as netball, football, singing, ICT and early years' activities. Good attention is paid to developing pupils' team skills by organising activities within the school and collaboratively with other schools in the area. The educational visits undertaken to support the curriculum succeed in enriching pupils' experiences.
- The partnership with parents and the community, schools and other establishments is good. The parents and the community in general collaborate effectively to raise money to purchase additional resources for the school.
- The school has made good progress in addressing the key issues identified for attention in the previous inspection report but some matters remain to be considered further. The major concerns regarding inadequate accommodation and parking have been successfully addressed as have the issues relating to reviewing teaching and assessment methods and improving standards in design technology in KS2. The need to raise standards in subjects where shortcomings have been identified, and to extend the role of curriculum co-ordinators within a whole school self-evaluation system remain to be addressed further.
- Pupils' spiritual, moral, social and cultural development is good. Pupils work well together and relationships between staff and pupils are very good. Parents appreciate the efforts of the school in developing high standards of behaviour and are supportive of the values that the school promotes.
- Pupils' very good standards of behaviour and their positive attitudes to learning contribute not only to the efficient functioning of the school, but also to the standards achieved and to their personal and social development. Effective procedures are in place to encourage acceptable behaviour and to involve parents and the behaviour support unit of the local education authority (LEA) when necessary. When standards of behaviour fall below expectations, the headteacher and staff apply discipline firmly, quietly and calmly.
- The school's policy for equal opportunities is successful and the high priority given to the social inclusion of all pupils is exemplary.

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

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

Pupils' standards of achievement are very good in 8% of lessons, good in 42% and satisfactory in the remaining 50%.

- The standards achieved by children under five in their personal and social development, their mathematical and creative development and in their knowledge and understanding of the world are very good. The standards achieved in language, literacy and communication skills, and in physical development, are good.
- In KS1, standards in English and mathematics are good and satisfactory in science. Standards in art are good. Standards in Welsh second language, design technology, information technology, history, geography, music, religious education and physical education are all satisfactory.
- In KS2, standards in English and mathematics are good and satisfactory in science. Standards in art and physical education are good. Standards in Welsh second language, design and technology, information technology, history, geography, music and religious education are all satisfactory.
- Boys and girls make similar progress in their work. Pupils with SEN make good progress in all aspects of the work.
- In 2002, the school's results in the NC assessment tests and tasks at the end of KS2 were a little above the national averages in English and science but were below in mathematics. In KS1, the school's results, according to teacher assessment, compare satisfactorily overall with national averages in English but are a little below in mathematics and science. During the period 1999 to 2001, the school's results overall compare favourably with national averages.

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

The standards achieved by pupils in the key skills across the curriculum are satisfactory. As yet, there is no whole school strategy to develop these skills across the subjects.

- Children under five make good progress in their ability to apply and improve their literacy, numeracy and ICT skills in the six areas of learning.
- In both key stages, pupils' listening and speaking skills are good. They listen well to teachers' presentations and to each other's contributions. They express themselves effectively and respond confidently when discussing work across the curriculum.
- In both key stages, pupils' reading standards are good. Pupils make increasing use of their reading skills to gather information from a range of sources.
- Pupils' writing across the curriculum is satisfactory. Pupils write for a range of purposes, but they have insufficient opportunities to write at length across the subjects. There is extensive use of work sheets, and in a minority of classes in KS2, of copying activities.

- Standards in numeracy are satisfactory across the curriculum. Pupils are able to apply their knowledge satisfactorily in a limited number of subjects. Planned opportunities for pupils to apply their mathematical knowledge and skills across a range of subject areas are less well developed.
- Standards in the use of ICT across the curriculum are satisfactory. In KS1, during mathematics and literacy activities, pupils confidently use the interactive whiteboard. In both key stages, there are too few opportunities for pupils to make regular use of their IT skills to obtain, prepare, process and present information and ideas across the curriculum.
- Pupils with SEN achieve satisfactory standards in key skills across the subjects.

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

### **4.1 Pupils' spiritual, moral, social and cultural development**

The pupils' spiritual, moral, social and cultural development is good.

- The school fosters a caring environment where all pupils are valued and the contribution of every individual is appreciated and recognised. Teachers and other adults actively promote good relationships and constantly remind pupils to be considerate of the needs of their peers.
- Whole school assemblies give pupils opportunities to reflect on current affairs and to participate in personal prayer regarding issues such as international conflict and humanitarian concerns. Pupils of all ages approach these opportunities for spiritual reflection in a mature manner.
- Older pupils are given the responsibility of organising and running a tuck shop. During playtimes older pupils are mindful of their younger colleagues and show care and consideration of their needs.
- The school promotes the involvement of pupils in raising monies for a vast range of charitable causes, for example Comic Relief and Guide Dogs for the Blind. A recent event, which involved the auctioning of art prints produced by the pupils in conjunction with an artist in residence, raised a considerable amount of money for the charity Wateraid. The pupils show a good awareness of the benefits of such activities to others less fortunate than themselves.
- Pupils have a good understanding of right and wrong and show respect towards each other and all adults within the school community.
- The school promotes a satisfactory awareness of the Welsh culture and traditions by basing some class activities within a Welsh context. An awareness of the diversity and richness of other cultures is promoted mainly through religious education lessons. The school's policy on racial equality is implemented and pupils are aware of the need for racial harmony.

## **4.2 Behaviour and Attitudes.**

Pupils' behaviour throughout the school is very good. Pupils have positive attitudes towards learning and the school is a happy, caring and orderly community.

- The school has an effective policy and set of procedures to promote good behaviour, which are implemented fairly and consistently by staff. School rules are simple, relevant and clearly understood by pupils.
- Pupils' good behaviour is evident not only in lessons but also in morning assemblies, in their playground games and in their orderly movement around the school. Lunchtime is a pleasant social occasion where pupils display good manners and enjoy positive relationships with mid-day supervisors.
- The behaviour of a small minority of pupils is a concern to staff. Effective procedures are in place to monitor the behaviour of these pupils, to encourage acceptable behaviour and to involve parents and the behaviour support unit of the local education authority (LEA) when necessary. When standards of behaviour fall below expectations, the headteacher and staff apply discipline firmly, quietly and calmly.
- Pupils have positive attitudes towards learning. They listen carefully to their teachers, settle quickly to task and sustain concentration. They are interested in their work and take pride in their achievements.
- The school actively promotes the values of tolerance, fairness and kindness and teachers take the issues of bullying, sexism and racism seriously. Effective procedures are in place to deal with any incident reported to the headteacher and staff. At present, the school has no formal, written anti-bullying policy.

## **4.3 Attendance**

Attendance rates are satisfactory and there are no instances of unauthorised absence.

- Attendance rates for the past three terms average 93%.
- Pupils are punctual and keen to attend school. Registration sessions and lessons start promptly.
- The headteacher carefully monitors attendance and punctuality. 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. Effective liaison takes place with the Pupil Support Officer (PSO) when necessary.
- Registration is conducted efficiently and in accordance with statutory requirements.
- The school has set no formal targets for the improvement of rates of attendance but the high priority afforded to attendance and punctuality is frequently made known to pupils and parents.

- The school complies fully with attendance requirements set out in the National Assembly for Wales Circular 3/99, *Pupil Support and Social Inclusion*.

## **5. QUALITY OF EDUCATION**

### **5.1 The Quality of Teaching**

It was judged that the quality of teaching was very good in 11 % of lessons, good in 47% and satisfactory in the remaining 42 %.

- Teachers demonstrate a secure knowledge of most of the subjects that they teach and make good use of a good range of teaching techniques and resources. Pupils are well supported and there is purposeful use of praise and encouragement.
- When teaching is good or very good, expectations are high, initial presentations are of good quality, there is effective interaction between teachers and pupils, tasks are challenging and pupils' attention is constantly engaged.
- When there are shortcomings in the teaching, lesson objectives are imprecise, tasks lack challenge, and pupils' subject knowledge and skills are insufficiently extended.
- In the best practice, there is good attention to planning tasks that meet the needs of the wide age and ability range within classes. In general, tasks do not always match the needs of pupils of different ages and abilities. In particular, tasks are not sufficiently challenging to extend the more able pupils.
- In both key stages, too few opportunities are provided for pupils to devise their own ideas and methods of working.

### **5.2 Assessment, recording and reporting**

The quality of assessment, recording and reporting is good.

- The quality of the base-line assessment carried out after children start school is appropriate and the assessment is discussed with parents. Detailed records are kept of each child's progress. The information on children's needs and achievements offers a sound basis for developing the pupil profile which accompanies the children as they move through the school.
- In both key stages, samples of pupils' work in the core subjects are kept in individual progress files. The work is levelled by the class teacher and this information is transferred into a pupil tracking system which is used effectively by the teachers as an 'at a glance' system for accessing information. The tracking system is also used to inform target setting for the end of key stage assessments.

- Class teachers have a good knowledge of the pupils that they teach. They offer good support during class activities and often group pupils according to their strengths and needs in relation to the task undertaken.
- The school's assessment policy has been reviewed and a structure has been introduced to assess pupil progress against level descriptors in all foundation subjects and religious education. The structure also allows teachers to make comments relating to their assessments. In some instances, teachers' comments offer useful direction for future provision but this is not common practice across the school. In general, assessments are not contextualised or dated, and there is insufficient use of the information provided in future planning and teaching.
- The school has established the practice of identifying short term, qualitative targets for individual pupils. These targets usually relate to specific core subject areas, such as mathematics or language, though they may also be generic in nature and relate to such aspects as attitude towards work or presentation of work. Pupils are aware of these targets and find them a useful focus for improving their own work. The targets are also shared with parents during sessions to discuss their children's progress.
- In both key stages, quantitative targets are set for pupils in the core subjects at the end of each year. The headteacher has established a useful tracking system, which informs the target setting process and draws on internal assessment procedures and the external end of KS2 predictor produced for the LEA.
- Pupils' work is marked regularly and in the best practice teachers' comments offer good guidance on how pupils can improve their work. This is not common practice across the school. In general, there are too few opportunities for pupils to reflect on the quality of their work.
- The annual reports to parents provide a detailed account of pupils' attainment and include advice on the steps that pupils need to take in order to improve. The reports provide a sound basis for parental discussion at end of year open evenings.

### **5.3 Curriculum**

The school provides a broad and relevant curriculum which meets the requirements of the NC and includes religious education.

- The curriculum provided for children under five is thoroughly planned and successfully promotes the Desirable Outcomes in the six areas of learning. The children are offered a wide range of experiences which are of good quality.
- The curriculum provided for pupils with SEN is appropriate. They have full access to all school activities.
- Suitable policies have been prepared in all subjects and offer teachers useful guidelines on planning the curriculum. Teachers' medium term and short term planning is more variable. In the best practice, it is detailed and thorough and ensures coverage of NC

requirements. In a minority of classes it is insufficient to ensure that the experiences provided for pupils are balanced and progressive.

- Where there are specific shortcomings in lesson planning, objectives are insufficiently precise and there is inadequate attention to the skills to be developed. This results in insufficient progression and continuity in pupils' learning.
- The Curriculum Cymreig receives satisfactory attention across the curriculum. There is good use of the local area as a focus for work in history, art and aspects of religious education.
- The development of pupils' personal and social education (PSE) is promoted effectively throughout the school. Circle time is beginning to be used to foster pupils' values and to encourage positive attitudes. The school has a clear policy on sex education which notes that it is developed within the school's curriculum.
- The school provides a good range of extra-curricular activities that enrich pupils' experiences. They include visits to places of educational interest, and the organisation of a number of after school clubs including netball, football, singing, ICT and early years' activities. Team games are well developed and older pupils are also given the opportunity to attend a week long residential course at a nearby water sports centre.
- Pupils benefit from the support of peripatetic staff and the contribution of volunteers.
- Homework strengthens the link with the home and provides a means of consolidating and extending pupils' skills.
- Each pupil has full access to the curriculum.

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

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

- The headteacher and staff place a high priority on the pastoral care of all pupils in their care. Pupils work and play in a caring, supportive environment where they feel safe and secure. They readily turn to adults for help and support, are listened to and treated with respect.
- The quality of relationships throughout the school is very good and this contributes significantly to pupils' self-esteem, confidence and positive behaviour. The headteacher and staff know and understand pupils well and effectively support their academic progress, their social development and their personal well being.
- The school has a policy and procedures for dealing with child protection issues. The governing body has received the new *All Wales Child Protection Procedures* and the LEA has given clear guidance on the implementation of the procedures.

- The school has an effective policy and set of procedures to promote health and safety, which are monitored and implemented carefully by staff and the governing body. Members of staff have been trained in first-aid procedures.
- The school is developing pupils' understanding of a healthy lifestyle through its participation in the Healthy Schools programme.
- Pupils are well supervised at break and lunch times. Support staff and mid-day supervisors make a valuable contribution to the care and welfare of pupils.
- The enjoyment and benefit that all pupils gain from the school's successful social inclusion procedures are evident in all aspects of school life. The high priority given to the social inclusion of all pupils is exemplary.

### **5.5 Provision for pupils with special educational needs (SEN)**

The overall provision for pupils with SEN is good.

- The school meets the requirements of the new Code of Practice offering all pupils equal access to the NC and religious education.
- There are 34 pupils on the SEN register for school action and school action plus. The school has responded to the needs of these pupils by ensuring appropriate intervention and support.
- The school has an appropriate system for identifying pupils with SEN and all members of staff maintain detailed records of their progress.
- Additional help from support teachers and the learning support staff is of good quality and ensures that pupils make good progress.
- The support provided during withdrawal sessions is focused and relevant to pupils' needs. The support team also takes all reasonable steps to ensure that those pupils who are withdrawn from lessons do not miss out on a wider, balanced curriculum.
- Training is provided for the learning support assistants (LSAs) by the SEN support teacher to ensure that the nature and quality of their support is in keeping with the needs of the pupils. This is good practice.
- Individual Education Plans (IEPs) are of good quality; the targets for improvement are clear, realistic and consistently reviewed. Parents are kept fully informed. Exit criteria are identified which allows pupils to be removed from the register. All class teachers have a detailed knowledge of pupils' needs as recorded in their IEPs.
- Work is suitably differentiated in the class which, on the whole, ensures that less able pupils receive tasks that are matched to their development.

- The governor with responsibility for SEN is well informed and works closely with the school.

## **5.6 Partnership with parents and community, schools and other institutions.**

The partnership with parents and the community, schools and other institutions is good.

- The school places great value on its partnership with parents and the community, schools and other institutions and works diligently to ensure good relationships exist in all these areas.
- Parents are very supportive of the school. They appreciate the welcoming nature of the school and value the ready access they have to the headteacher and staff through the school's 'open door' policy. A useful home/school agreement has been drawn up which has readily been accepted by most parents.
- Parents are kept well informed by a comprehensive prospectus, an informative annual report of the governing body and by regular, friendly and informative newsletters. Consultation meetings with teachers to discuss children's work and progress are very well attended by parents.
- Parents, friends and governors make a valuable contribution to the life and work of the school. Many give freely of their time helping out in the classroom, accompanying pupils on educational visits, supporting after-school clubs and in fund-raising for the school. Their support is greatly valued by staff and they make a positive contribution to pupils' learning.
- The school's active Parents and Teachers Association (PTA) provides a good link between school and home. The PTA organises many social and fund raising events, which enhance links with the local community and provide the school with a valuable source of additional income. The association is a good forum where parents can raise issues about school matters; the headteacher and staff value the input of parents and recognise the benefits to the school of this positive partnership.
- Good links have been developed with the local pre-school nursery and the school enjoys close pastoral and administrative links with the two main secondary schools to which pupils transfer. Regular liaison meetings and an exchange of information and ideas help to promote continuity of education between KS2 and KS3. The school recognises the need to develop stronger curriculum links and is working diligently to achieve this. Arrangements for the transfer of pupils are good and ensure that Y6 pupils look forward to secondary school with confidence.
- Positive partnerships have been established with several institutes of further and higher education and the school provides training facilities for student teachers and students undertaking childcare and vocational qualifications. Staff also welcome students from local secondary schools who regularly undertake work experience placements at the school. Students are well supported by staff and they make a positive contribution to the life and work of the school.

- The school and its various activities are well supported by the local community and good use is made of the community as a learning resource. Educational visits and the expertise of members of the local community make a positive contribution to pupils' standards of achievement in a number of curriculum areas.

## **5.7 Partnership with Industry**

The school's partnership with industry is satisfactory.

- The school has no formal policy for developing links with industry but some effective strategies are in place to offer pupils an insight into the world of work.
- Through visits to factories and local businesses, pupils are gaining insight into different working environments and an understanding of the work undertaken in their area. Teachers encourage personnel from different occupations to speak to pupils about their work. Older pupils have a sound understanding of their local community and are keenly aware of environmental issues that impact upon their school and locality.
- Older pupils have the opportunity to engage in an enterprise scheme, running the school's healthy eating tuck shop. This has given them a good insight into the decision-making that is necessary to run a successful business.
- Older pupils' understanding of the work of the emergency services has been enhanced by their involvement in the 'crucial crew' programme.
- Local businesses view the school in a positive light and are very supportive of the school. Sponsorship has been received from a number of local organisations, and businesses regularly sponsor the printing of the school prospectus.
- To date, no teacher has undertaken a relevant industrial placement with a view to enhancing professional development and enriching curriculum provision for pupils.

## **6. MANAGEMENT**

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

The quality of self-evaluation is satisfactory.

- Processes for monitoring the curriculum have been in place for some time but as yet the arrangements have not been integrated into a more detailed structure for whole school self-evaluation. Subject co-ordinators have begun to monitor a small number of subjects and offer teachers useful feedback.
- The SDP provides an appropriate framework for identifying aspects for improvement and includes a number of suitable curricular and general priorities. The audit of what has been achieved to date is a useful aspect of the process and establishes a good pattern to be developed in the future. The plans do not include sufficient information on costings and staff development needs.

- Target setting is in place. The results of internal and NC assessments are analysed and compared with benchmark information. Trends in pupil performance are identified and the information is shared with staff in order to identify areas for improvement.

## **6.2 Leadership and efficiency**

The quality of leadership and efficiency is good.

- The headteacher offers caring leadership and succeeds in establishing a very good relationship with pupils, staff, parents and governors. The headteacher and deputy collaborate effectively and the school has recently gained the Investors in People Award and the Basic Skills Agency's Quality Mark.
- The school has a clear statement of its values and objectives. These aspects are well supported by parents.
- Curricular responsibilities have been shared between members of staff and they undertake their planning and advisory role effectively. The co-ordinators' role in monitoring standards of achievement is less well developed.
- Job descriptions are available for members of staff but they do not clearly indicate the staff's current roles and responsibilities.
- The governing body fulfils its responsibilities effectively and efficiently. It has adopted a good range of policies, liaises regularly with the head and receives termly updates on a range of issues. Members carry out their curriculum responsibilities conscientiously and work in close partnership with the headteacher and staff. Members visit the school and contribute to curriculum activities in the classroom.
- The head manages the budget carefully in consultation with the governing body. The governors have a clear understanding of budgetary matters and play an active role in financial management. Spending decisions are evaluated in order to ensure value for money. During the current year, a percentage of the surplus has been used to provide additional support for pupils with SEN. This additional expenditure is having a positive impact on improving standards of achievement.
- The school's documentation gives suitable attention to statutory requirements.
- The school's day-to-day administration is good.

## **6.3 Staffing, accommodation and learning resources**

The management of resources is good.

- Class teachers are appropriately qualified and deployed, and recently appointed staff have been well integrated into the school. There is good specialist support for Welsh

and instrumental tuition. Support staff work closely with pupils with SEN and make an effective contribution to the work of the school.

- Arrangements for the professional development of staff are effectively linked to school needs and to the personal development of staff.
- The quality of the learning environment within classrooms ranges from satisfactory to good. Colourful and interesting displays include pupils' work and are used routinely by teachers and pupils to enhance learning. Standards of cleanliness are very good.
- The school has a welcoming atmosphere. It is set in pleasant grounds and includes good-sized play areas and a large playing field. The inside of the building is in good repair and decoration. The major refurbishment programme has provided the school with good quality space and facilities. However, space remains limited for the numbers currently on roll. In two junior classrooms, space is even more limited due to large class sizes. On occasion, the constraints on space have a negative effect on curriculum delivery, particularly practical activities. The headteacher and the governing body are actively seeking ways of reducing class sizes.
- Resources for learning are generally good and are used effectively to support the learning. There are well-resourced library areas but access to computers for the pupils is more limited.

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

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

The provision for the under-fives is appropriate and successfully promotes the Desirable Outcomes for Children's Learning. Standards are very good in four areas of learning and good in the remaining two.

#### **Personal and social development**

##### **Good features**

- The children's personal and social development is very good. Children feel secure. They behave well and are developing an awareness of the needs of others. They establish good relationships with other children and with adults. They are aware of stories about Jesus, and through suitable stories they learn about friendship and care for others. Following a visit to the local church, they can describe its main features using the correct terms.

##### **Shortcomings**

- There are no significant shortcomings

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

##### **Good features**

- The children's language, literacy and communication skills are good. The children are attentive and eager to participate in the wide range of high quality learning experiences provided. They can recite many rhymes and jingles and recall the main points of familiar stories. They listen well and respond to questions giving simple explanations

for their views. They handle reading books properly and read simple books together. The more able children can read independently. The children can underwrite sentences with mostly accurate formation. The more able children can write a few sentences independently.

- During their Welsh lessons, pupils are eager to take part in all aspects of the work. They sing and perform action songs enthusiastically. They listen well to stories, can count and identify colours. The children benefit from the regular use of incidental Welsh and respond correctly to greetings and instructions.

### **Shortcomings**

- During discussion periods, a small number of children offer only brief responses and have limited vocabulary to talk about their experiences and ideas.

### **Mathematical development**

- The children's mathematical development is very good. They can count, recognise and order numbers confidently. They know several number rhymes and songs to support their learning. They understand the concepts of 'more' and 'less'. They can name two-dimensional (2D) and 3D shapes and the more able children can discuss their properties. They can copy and create basic patterns. Through practical activities in sand and water, children are developing a good understanding of basic mathematical language.

### **Shortcomings**

- There are no significant shortcomings.

### **Knowledge and understanding of the world**

- The children's knowledge and understanding of the world is very good. They can describe the textures of different materials and understand that plants need water to grow. They can identify the features of the village and locate them accurately on a map of the village. They use correct geographical vocabulary. They can discuss different mini-beasts, describe their features and their habitat and can sketch them accurately. They can name and describe a number of artefacts from the past, and use terms such as 'old' and 'modern' correctly. The children use the computer regularly and their skills are developing well.

### **Shortcomings**

- There are no significant shortcomings.

### **Creative development**

- The children's creative development is very good. They work and experiment with a variety of materials and techniques to produce colourful paintings and pictures. They sing a range of songs and rhymes, can maintain a steady beat and use percussion instruments to accompany their singing. Through role-play, they act out real life situations and their imaginative skills develop well.

### **Shortcomings**

- There are no significant shortcomings.

### **Physical development**

- The children's physical development is good. Their small tool handling skills develop well as they draw, colour, build and use scissors for cutting. The children have good spatial awareness and during physical education lessons on the yard they control their movements satisfactorily and respond correctly to instructions.

### **Shortcomings**

- During physical education sessions, the younger children's co-ordination and skills in handling apparatus is less well developed.

## **English**

Standards of achievement are good in both key stages.

### **Good features**

- In KS1, pupils' listening and speaking skills are good. They listen attentively to their teachers and to the contributions of others. They speak clearly and confidently incorporating relevant detail in explanations and descriptions.
- Pupils' reading skills are good. The vast majority read accurately and fluently. They can discuss the characters and the main events in their story books.
- Pupils express themselves clearly when writing news, responding to tasks and creating simple descriptions. Spelling and punctuation is usually accurate.
- In KS2, pupils talk and listen confidently in different contexts. In discussion they communicate their ideas clearly conveying their ideas thoughtfully. The more able pupils have a secure grasp of an extended vocabulary and offer well reasoned opinions on a range of topics.
- Pupils read a range of texts, showing a good understanding of ideas, themes and events. A small number of pupils can discuss preferences regarding choice of reading material and authors.
- Pupils write in a range of forms including stories, poems, letters, scripts and reports. Older pupils show a good awareness of text and its structure. In the best work, ideas are sustained and developed to produce effective pieces of imaginative writing. Punctuation and spelling are usually accurate.
- In both key stages, pupils make increasing use of their reading skills to gather information from a range of sources.
- Pupils' writing and presentation skills are satisfactory.

### **Shortcomings**

- In both key stages, a good number of pupils' ability to discuss their reading and their favourite authors, is less well developed.

- In a good number of classes, pupils do not write at length. Pupils' ability to write creatively and imaginatively is not developed consistently across the key stages.
- In both key stages, pupils make insufficient use of ICT to support their work.

## **Mathematics**

Standards are good in both key stages.

### **Good features**

- In KS1, pupils can read three and four digit numbers confidently and they have a good understanding of place value. They are able to undertake addition, subtraction, multiplication and division tasks confidently and accurately. They can count forwards and backwards in steps of different sizes and can identify number patterns including odd and even numbers. They have a good understanding of number bonds and can apply this knowledge confidently to explain their strategies when adding or subtracting numbers such as 9 or 19.
- Pupils understand that fractions are a part of a whole number and are able to work out correctly a half or a quarter of two digit numbers.
- Pupils have a good understanding of time and the units used to measure it. They are able to match analogue and digital time readings correctly. Older KS1 pupils can identify appropriate units of measurement when discussing length, weight and time. They can also estimate distances quite confidently using metres and centimetres.
- Pupils can recognise and name common regular 2-D and 3-D shapes and older pupils can describe their properties.
- In KS2, pupils' understanding of the four arithmetical operations is good. Many pupils have a quick recall of multiplication tables. Pupils have good skills in estimating answers to a range of mathematical problems, both mentally and on paper.
- Younger KS2 pupils understand that different fractions can be of equal value. They can also convert simple fractions into their decimal equivalents.
- Pupils are able to estimate and measure angles with accuracy and can identify different types of angles correctly. Older KS2 pupils have a good understanding of rotational symmetry and can accurately plot the symmetrical movement of a shape through  $360^\circ$ . They understand the conventions used to plot co-ordinates and can accurately locate places on a map using given co-ordinates. They are able to compute areas and perimeters using the correct units of measurement and can apply this knowledge to calculate the area of an irregular shape.

## **Shortcomings**

- There are no significant shortcomings.

## **Science**

Standards are satisfactory in both key stages.

### **Good features**

- In KS1, pupils have a secure understanding of materials and their properties and can sort more familiar materials into groups. They are aware that heating or cooling changes some materials. They recognise that sound and light come from a variety of sources and can name some of these sources.
- Pupils can describe the functions of their senses and are familiar with the life cycles of a number of animals. They are familiar with the basic conditions that animals and plants need in order to survive.
- Pupils observe carefully and use relevant vocabulary to describe what they see. They record their findings satisfactorily in the form of writing, drawings, paintings, and tables.
- In KS2, pupils can explore changes in materials and recognise those that can be reversed and those that cannot. They recognise differences between solids, liquids and gases in terms of their properties and can describe the processes of separating mixtures of materials satisfactorily.
- Pupils have a satisfactory understanding of the relative positions of the sun, earth and other planets in the solar system and can describe periodic changes. They understand that forces act in particular directions.
- Pupils demonstrate a secure understanding of aspects of life processes and living things. More able pupils can describe the function of the major organs of the body and identify ways in which an animal or plant is suited to its environment. Older pupils investigate the environment and habitats of different animals and birds and have a good understanding of food chains.
- The vast majority of pupils have a satisfactory understanding of the requirements of a fair test when carrying out investigations. They conduct experiments carefully and systematically. A small number of pupils can offer well-reasoned predictions of the possible outcomes of their investigations.
- In the best work, pupils record their work in their own words and make appropriate use of tables and graphs.

## **Shortcomings**

- In both key stages, pupils' investigative skills are insufficiently extended. Pupils do not put forward their own ideas sufficiently and their ability to predict and offer explanations for their observations is less well developed.
- In both key stages, pupils do not present their findings sufficiently in a variety of ways including tables, graphs and ICT.
- In both key stages, the more able pupils' knowledge and skills are insufficiently extended.

## **Welsh second language**

Standards are satisfactory.

### **Good features**

- In both key stages, pupils listen and respond correctly to instructions and benefit from the extensive use of incidental Welsh throughout the day. Pupils enjoy their Welsh lessons and respond enthusiastically.
- In KS1, pupils listen well to stories and can name more familiar objects. They can name the colours, count and describe the weather. They perform simple action songs correctly.
- They respond to questions about their likes and dislikes and are beginning to write simple statements about themselves.
- In KS2, pupils display a good understanding of the main points of the topics discussed. They speak with clear pronunciation and intonation using the vocabulary and sentence patterns they have learnt. Older pupils work well in pairs and groups, asking and responding to questions.
- Pupils complete simple written tasks linked to their class topic satisfactorily. Simple words are spelt correctly and punctuation is accurate.
- Pupils can collect information and present their findings in the form of tables and graphs.

### **Shortcomings**

- In both key stages, a significant number of pupils do not make statements or offer responses voluntarily.
- In both key stages, more able pupils' reading and writing skills are insufficiently extended.

## **Design and Technology**

Standards are satisfactory in both key stages.

### **Good features**

- In KS1, pupils use a range of materials to produce different products. They understand how simple mechanisms can be used to produce different types of movement.
- Pupils produce simple plans to record their initial ideas and use labelled sketches to show the details of their design.
- Pupils' making skills are good. They cut, shape and join materials in a variety of ways.
- In KS2, younger pupils investigate materials and processes effectively before planning their products. They investigate pneumatics and make hinges as part of their project to make moving toys. They present their findings in the form of detailed drawings. This work is of a good standard.
- Pupils communicate their design ideas in the form of sketches and drawings. They use information sources, such as books, to generate ideas for products.
- Older KS2 pupils can investigate techniques for reinforcing and strengthening structures.
- Pupils' making skills are good. They measure, mark out, cut, shape and join materials using appropriate tools and techniques. They make satisfactory use of their mathematical skills to measure, and to create different shapes for their products.

### **Shortcomings**

- In both key stages, pupils work with a range of materials but their skills do not develop consistently as they move through the school.
- In KS2, more able pupils' research and design skills are insufficiently developed.
- Pupils' use of ICT within design and technology is underdeveloped.

## **Information Technology**

Standards are satisfactory in both key stages.

### **Good features**

- In KS1, pupils use word processing programs satisfactorily to present and enhance their work. They are able to use word processing facilities to change the justification of their writing, select fonts and change text size and colour.
- Pupils demonstrate good mouse control and can use the interactive whiteboard facilities to present ideas and answers during class discussions.

- In KS2, older pupils are able to save and retrieve data. They use Power point presentations to present basic graphic and text information relating to a school visit.
- Pupils are able to check and correct information on a spreadsheet.

### **Shortcomings**

- In KS1, pupils' ability to save and retrieve data is underdeveloped.
- Pupils' ability to manipulate text according to the needs of the audience, to draw tables and experiment with page layout is underdeveloped.
- In KS2, pupils' ability to collect, access and interrogate information is insufficiently extended.

### **History**

Standards are satisfactory in both key stages.

### **Good features**

- In KS1, pupils are able to discuss artefacts from the past and how their grandparents may have used them. They have a good understanding of how people's lives may have changed in the last 50 years and how their school experiences compare to those of their parents and grandparents.
- Pupils understand that people from Templeton travelled to the Middle East on crusade and that they lived lives that were significantly different to ours.
- In KS2, people benefit from visits to places of historical interest and also from discussing the past with visitors to the school.
- In lower KS2, pupils are able to empathise with children who were evacuees during WWII and understand well the sort of feelings and emotions they may have experienced.
- Older KS2 pupils have a satisfactory understanding of chronology and are able to discuss the characteristics of the periods they have studied.

### **Shortcomings**

- In both key stages, pupils are not able to discuss the themes and periods that they have studied in sufficient depth.
- In KS1, pupils' awareness of chronology is limited. They are unable to sequence events of historical significance.
- In most classes, pupils' ability to select and organise historical information is limited.

## **Geography**

Standards are satisfactory in both key stages.

### **Good features**

- In KS1, pupils can locate many features on an O.S. map of Templeton and the surrounding area. They understand that symbols are used to represent different features. They also understand that maps are used as an interpretation of the physical geography of an area.
- Pupils can use simple co-ordinates to locate features on a map and to plot a journey.
- In KS2, pupils can discuss the studies that they have undertaken of people's lives in different communities in India. They can compare and contrast their lives with those of their counterparts in these communities.
- Older KS2 pupils can rationalise their ideas for the use of land in the Templeton area and are able to recognise that people have different views about changes made to the environment and of how planning issues can affect the environment.

### **Shortcomings**

- In KS1, pupils' ability to ask questions about places, and their awareness of places beyond their locality, is underdeveloped.
- In KS2, pupils' ability to use a range of geographical skills and evidence to investigate places and themes is less well developed.

## **Art**

Standards are good in both key stages.

### **Good features**

- In both key stages, pupils benefit from a wide range of 2D experiences such as watercolour painting, pastel crayon drawings, collage and printing work.
- Pupils benefit from the experience of working alongside artists in residence. The work they have produced is mounted, framed and displayed around the school.
- KS1 pupils have a good understanding of perspective and are able to produce a series of pictures showing an appreciation of how objects seem to get smaller as they are placed in the background.
- In both key stages, pupils show a good understanding of shape and form when producing 2D and 3D pictures. They choose their own materials paying attention to texture.

- In KS2, pupils keep evidence of completed work in art folders and are able to discuss at length the processes undertaken to produce these works of art. They offer opinions on the quality of their own work and can explain the different stages taken to develop their ideas.
- All pupils make good use of sketchbooks to record their ideas and to practise drawing techniques and skills. They also use these books and others to experiment with colour, line and tone.
- In both key stages, pupils have studied the work of local artists and artists who live and work in Wales. Pupils in KS2 have produced a series of watercolours in the style of Knapp-Fisher.
- Pupils in Y6 are aware of artistic movements such as the abstract and impressionist painters. They can talk about the work of artists who belong to these movements and how their work is characterised.

### **Shortcomings**

- There are no significant shortcomings.

### **Music**

Standards are satisfactory in both key stages.

### **Good features**

- In both key stages, pupils sing a variety of songs and rhymes. The quality of their singing is satisfactory.
- Pupils can imitate simple rhythms in singing and clapping activities.
- Younger pupils can experiment with un-tuned instruments to create simple compositions.
- Pupils listen to music on tape and can identify features such as introduction, verse and chorus. They respond appropriately to the music by discussing its main features and drawing pictures.
- In KS2, pupils listen attentively to music on tape and can make distinctions within the musical elements. They can identify the instruments and are aware that instruments produce different quality of sound.
- Pupils work in groups to explore a range of different sound sources and to compose simple sequences. They record their compositions in notational form. Pupils perform their compositions effectively and can suggest ways in which their own performance and the work of others can be improved.

- A good number of pupils benefit from instrumental tuition and this contributes to their understanding of music.

### **Shortcomings**

- In both key stages, pupils' skills have not been extended sufficiently.
- In both key stages, pupils' singing does not give sufficient attention to expression and dynamics.
- In both key stages, pupils make insufficient use of ICT to develop their work in music.

### **Physical education**

Standards are satisfactory in KS1 and good in KS2.

#### **Good features**

- In KS1, pupils are enthusiastic and energetic during warm-up sessions. They listen well and have a positive attitude towards activities.
- Pupils have an awareness of space when playing team games and are able to move into space when anticipating a pass.
- In KS2, pupils can devise a sequence of floor movements that include different ways of travelling. They can evaluate their own and other pupils' performances and offer advice as to how they could be improved. Many pupils show good agility.
- The vast majority of pupils in Y6 are able to swim 25m. They enter the water safely and can use a variety of swimming strokes. They use good controlled breathing techniques while swimming. All pupils are aware of health and safety issues while at the pool.

### **Shortcomings**

- In KS1, pupils' skills in sending, receiving and travelling with a ball and other small games equipment, are underdeveloped.
- In KS2, pupils' experiences of dance activities are limited.

### **Religious education**

Standards are satisfactory in both key stages.

#### **Good features**

- In KS1, pupils are able to recall familiar stories that they have studied from the Bible.
- Pupils can name the features and characteristics of Christian places of worship.

- In KS2, pupils have a good understanding of the signs and symbols of the Christian faith, together with an understanding of Christian metaphors. They are knowledgeable about the church calendar and can explain the importance of significant dates or events.
- Pupils have a satisfactory awareness of other religions. They can describe their main ceremonies and celebrations satisfactorily.
- Pupils know the purpose of prayer and can discuss moral issues, such as care for others and friendship, with maturity and sensitivity.

### **Shortcomings**

- In both key stages, pupils' knowledge and understanding of world religions is limited.
- KS2 pupils do not express their views and opinions sufficiently when they write about the topics they have studied.

## **8. SCHOOL IMPROVEMENT**

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

The school has made good progress in responding to a number of the key issues noted in the previous report of the inspectors, but some matters remain to be considered further.

- It was noted in the previous report that the school should improve standards in design technology in KS2, address the shortcomings identified in relation to other subjects and review methods of curriculum delivery. The report added that assessment procedures should include the assessment of pupils' performance in the foundation subjects and that all annual reports to parents should conform with statutory requirements. It was further noted that whole school subject responsibilities should be allocated to curriculum co-ordinators. Reference was also made to the need to address the problems posed by limited accommodation and inadequate parking facilities.
- Since the previous inspection, a major refurbishment programme of the building has been successfully completed and good quality parking facilities provided for staff, parents and visitors.
- Standards in design technology in KS2 have improved and are now satisfactory. A good number of the shortcomings identified in relation to other subjects have been addressed but others require attention as is indicated in the body of this report. Teaching approaches have been reviewed and in the best practice, there is good use of a range of methods including group work.
- The school's assessment policy has been reviewed and a structure has been introduced to assess pupil progress against level descriptors in all foundation subjects and religious education. The structure offers teachers a useful method of monitoring pupil progress. Annual reports to parents conform with statutory requirements. They provide a detailed

account of pupils' attainment and include advice on the steps that pupils need to take in order to improve.

- Teachers have been allocated whole school responsibilities for co-ordinating different subjects. They undertake their advisory role effectively but, in general, their monitoring role is under developed.

## 8.2 Key issues for action

The school needs to:

- maintain the good standards and improve standards in the subjects and aspects that are satisfactory by addressing the shortcomings noted;
- strengthen medium and short-term planning, and disseminate the good practice in preparing tasks that consistently extend pupils, particularly the more able;
- formulate a whole school strategy to develop pupils' key skills across the curriculum;
- establish a whole school self-evaluation system to monitor the quality of provision and pupils' standards of achievement;
- update job descriptions, and strengthen the SDP as a management tool by including details of expenditure linked to school priorities.

## School Data

### A. Basic information about the school

School's Name	Templeton C. P. School
Type	LEA maintained/Community
Age range of pupils	4-11
School Address	School Road Templeton Pembrokeshire
Postal Code	SA67 8RS
Telephone number	01834860657

Name of Headteacher	Mr M Perkins
Date of Appointment	January 1990
Chair of the governors/ The appropriate authority	Mr P Sansom
Registered Inspector	Miss D E Morris
Date of Inspection	24-26 March, 2003

## B. School Data and Indicators

<i>Number of pupils in each year group</i>									
Year Group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils		14	15	18	17	25	25	19	133

<i>Number of teachers</i>			
	Full time	Part time	Full time equivalent (FTE)
Number of teachers	5	3	5.9

<i>Staffing information</i>		
Pupil : teacher (fte) ratio, excluding nursery and special classes	22.5	:1
Pupil : adult (fte) ratio in nursery classes	-	:1
Average class size, excluding nursery and special classes	26.6	
Teacher : class ratio	1.18	:1

<i>Attendance in percentages for the three terms prior to the inspection.</i>				
		R and KS1	KS2	Whole School
Term 1		92.8	93.8	93.3
Term 2		93	93	93
Term 3		90.8	93.6	92.2

Number of pupils excluded during the 12 previous months.	1
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## C. Results of National Curriculum Assessments and Public Examinations

National Curriculum Assessment KS 1 Results: 2002								
Percentage of pupils at each level								
			D	W	1	2	3	4
ENGLISH	Teacher assessment	School		18	6	59	18	
		National		4	13	62	21	
Reading	Teacher assessment	School			13	48	39	
		National		4	13	54	29	
Reading	Test/Task	School		0	6	55	39	
		National		3	13	53	30	
Writing	Teacher assessment	School			16	65	19	
		National		5	13	70	12	
	Test/Task	School		3	3	84	10	
		National	1	5	10	75	9	
Speaking and Listening	Teacher assessment	School		0	6	68	26	
		National		3	11	63	23	
MATHEMATICS	Teacher assessment	School		0	6	59	35	
		National		2	9	60	29	
	Test/Task	School		0	0	81	19	
		National		2	6	56	36	

SCIENCE	Teacher assessment	School		0	0	58	42	
		National		2	10	67	21	

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

In the school:	76%	In Wales:	81%
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D Pupils who have been disapplied from the statutory arrangements

W Pupils who are working towards level 1

Results of the National Curriculum Assessments KS2: 2002												
Percentage of pupils at each level												
			D	A	F	W	1	2	3	4	5	6
English	Teacher	School							33	53	13	
	Assessment	National				1	1	6	19	48	25	
	Test/Task	School		7					13	53	27	
		National		2				5	14	47	30	
Mathematics	Teacher	School							33	60	7	
	Assessment	National					1	4	20	47	28	
	Test/Task	School							33	53	13	
		National						4	18	42	32	
Science	Teacher	School							33	53	13	
	Assessment	National						3	15	52	29	
	Test/Task	School							13	73	13	
		National		2	1			2	13	51	31	

Percentage of pupils attaining at least level 4 in mathematics, science and either Welsh (First language) or English.

by Teacher Assessment		By test	
At the School:	67%	At the School:	67%
In Wales:	68%	In Wales:	68%

D Pupils who have been exempted from part or whole of the National Curriculum

A Pupils failing to record a level because of absence.

F Pupils failing to record a level for reasons other than absence.

W Pupils working towards level 1.

#### D. Evidence base of the inspection

The school was inspected over a period of 3 days. The team consisted of 3 inspectors including the lay inspector. During this period:

- 36 teaching periods or part thereof were attended.
- Pupils were questioned about their knowledge and understanding of the curriculum.

- Pupils were heard reading and samples of their work were examined.
- The school's documentation was studied including the schemes of work, teachers' planning notes and pupils' assessment records.
- Attendance registers were examined.
- Meetings were held with the head, the staff, and the governing body.
- A meeting was held with the parents and the 82 questionnaires returned were analysed.

**E. Composition and responsibilities of the inspection team**

<b>Name</b>	<b>Role</b>	<b>Sections of the report</b>	<b>Subjects (section 7)</b>
<b>Miss D Morris</b>	Registered Inspector	1, 2, 3.1, 3.2, 5.1, 5.3, 5.4, 6.1, 6.2, 6.3, 8.1, 8.2, Appendix	Children under 5, English, Science, Welsh second language, design and technology, music
<b>Mr A Evans</b>	Team Inspector	4.1, 5.2, 5.5	Mathematics, information technology, history, geography, art, physical education, religious education
<b>Mrs J Warr</b>	Lay Inspector	4.2, 4.3, 5.6, 5.7	

*The inspectors wish to thank the school governors, head, staff, pupils and parents for their willing co-operation during the inspection.*