

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

**Hayscastle Community Primary School
Hayscastle,
Haverfordwest
Pembrokeshire
SA62 5QA**

School Number: 6682217

Date of Inspection: 17-19 October 2006

by

**Jeffrey Harries
78220**

Date of Publication: 8/12/2006

Under Estyn contract number: 1105006

The purpose of Estyn is to inspect quality and standards in education and training in Wales. Estyn is responsible for inspecting:

- * nursery schools and settings that are maintained by, or receive funding from, local education authorities (LEAs);
- * primary schools;
- * secondary schools;

- * special schools;
- * pupil referral units;
- * independent schools;
- * further education;
- * adult community-based learning;
- * youth support services;
- * LEAs;
- * teacher education and training;
- * work-based learning;
- * careers companies; and
- * the education, guidance and training elements of Jobcentre Plus.

Estyn also:

- * provides advice on quality and standards in education and training in Wales to the National Assembly for Wales and others; and
- * makes public good practice based on inspection evidence.

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

Publication Section

Estyn

Anchor Court

Keen Road

Cardiff

CF24 5JW or by email to publications@estyn.gsi.gov.uk

This and other Estyn publications are available on our website: www.estyn.gov.uk

Queens Printer and Controller of HMSO 2006: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The copyright in the material must be acknowledged as aforementioned and the title of the report specified.

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

Hayscastle 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 Hayscastle Community Primary School took place between 17/10/06 and 19/10/06. 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 nursery schools, special schools, pupil referral units and any new or amalgamated schools receive a full inspection.

This school received a standard inspection.

Year groups and key stages

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

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

Primary phase:

Year	R	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

Contents	Page
Context	1
Summary	2
Recommendations	8
Standards	9
Key Question 1: How well do learners achieve?	9
The quality of education and training	11
Key Question 2: How effective are teaching, training and assessment?	11
Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?	13
Key Question 4: How well are learners cared for, guided and supported?	16
Leadership and management	18
Key Question 5: How effective are leadership and strategic management?	18
Key Question 6: How well do leaders and managers evaluate and improve quality and standards?	19
Key Question 7: How efficient are leaders and managers in using resources?	20
Standards achieved in subjects and areas of learning	21
Welsh second language	21
Mathematics	22
Science	23
Design technology	24
Physical education	25
Religious education	26
School's response to the inspection	27
Appendices	
1 Basic information about the school	28
2 School data and indicators	28
3 National Curriculum assessments results	29
4 Evidence base of the inspection	30
5 Composition and responsibilities of the inspection team	31

Context

The nature of the provider

1. The school is situated in the rural village of Hayscastle and serves those who live in the village and the surrounding rural communities of Brimaston, Treffgarne Owen, Blaenllyn, Llandeloy and Tancredson. The school is placed in category 'B' of the Pembrokeshire LEA's language policy. Welsh is taught as a second language and the school endeavours to ensure pupils are bilingual by the age of 11. All pupils come from homes where English is the predominant language spoken at home. The school considers the area from which the pupils are drawn is neither prosperous nor economically disadvantaged, with the full range of ability.
2. The early years and key stage (KS) 1 class is located in the original school building built in 1877. KS2 pupils are taught in a separate building built in 1951, which has an attached resource classroom used for lessons in music, information and communications technology (ICT), Welsh, physical education, and as a library. The school grounds include an early years play area, suitable hard play areas, an extensive school field, conservation area and greenhouse. Pupils dine in a separate dining hall.
3. Education is provided for pupils between the ages of four to 11, with 33 pupils on roll. All pupils are of white ethnicity and nearly all have received pre-school education. Around 19% of the pupils are entitled to free school meals, a figure slightly higher than the Pembrokeshire figure of 17% and similar to the all Wales figure of 18.5%. At present, there are seven pupils on the Special Educational Needs (SEN) register (22%), none of whom carries a statement of SEN.

The school's priorities and targets

4. The school sets considerable store by its vision statement "To strive for excellence". The school aims to:
 - enable each child to develop as a whole person, in mind, spirit and body, and for all persons involved in the school to be part of a happy, caring community;
 - provide a broad, balanced and stimulating curriculum;
 - promote tolerance, understanding and respect for others, leading pupils to be happy, well-rounded citizens of the future;
 - provide each pupil with the opportunity to fulfil their individual potential and achieve to the best of their ability, and
 - ensure high standards of achievement.
5. The school's main priorities for the present academic year are to:

- improve pupils' bilingual skills;
 - promote mental mathematical strategies to speed up mathematical thinking;
 - develop further pupils' awareness of global citizenship;
 - develop further pupils' healthy eating habits; and
 - redefine co-ordinators roles and responsibilities.
6. The school was last inspected in September 2000. A newly qualified KS2 teacher was appointed in September 2005. The school attained the Basic Skills Quality Mark Award in 2000 and it was renewed in 2003 and 2006. The school was awarded its first European Green Flag for Eco Schools in 2000, the second in 2003 and a third in 2006. A community mural depicting life in the locality was completed in 2005.

Summary

7. Hayscastle Community Primary School provides a happy and caring environment and has continued to improve since the last inspection. It is managed by a supportive governing body. The headteacher and staff work conscientiously to ensure the school's clear values. The inspection team agreed with the school's judgements in two of the seven key questions. The quality of teaching, the learning experiences and care and support provided for pupils are obvious 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?	1
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, the standards of achievement in the learning areas and the subjects inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	91%	9%	0%	0%

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

11. Pupils with SEN make appropriate progress, and achieve the targets set for them.

Grades for standards in subjects inspected

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

Inspection Area	Key stage 1	Key stage 2
Welsh second language	2	2
Mathematics	2	2
Science	2	2
Design technology	2	2
Physical education	3	3
Religious education	2	2

13. Pupils' key skills are developed appropriately in the early years. From an early age, they listen well to their teacher. Their Welsh oral skills are developing well and they make good use of their early skills in reading, writing, numeracy and ICT to promote learning.

14. In KS1, the standards and progress of pupils in the key skill of listening are good with some shortcomings. They listen to teachers' guidance but do not consistently listen to the opinion of others. Their skills in speaking and writing are good; reading skills are good with outstanding features. Pupils' use of their numeracy and ICT skills are good across the curriculum together with their progress in their creative and problem-solving skills.

15. In KS2, pupils' listening skills are good with some shortcomings. They do not always listen attentively in order to grasp teachers' instruction. Speaking, writing and reading skills across the curriculum are good. They make good use of ICT to promote their learning. Numeracy skills are used well across the curriculum, and are particularly evident in science. Their creative skills are good as are their personal, social and learning skills.

16. Mainly in KS2, pupils' handwriting skills are underdeveloped and they do not always ensure that their completed work is presented tidily.

17. In both key stages, pupils' bilingual skills are good with some shortcomings. Pupils display good skills in understanding teachers' instruction in Welsh, however, they lack confidence in answering through the medium of Welsh.

18. As the number of pupils eligible for assessment at the end of both key stages in 2006 was fewer than five, no comparison is made with similar schools. However, up until 2005, both KS1 and KS2 pupils performed consistently above the county and national averages; KS2 pupils were below in 2005. There is no significant difference between the performance of boys and girls.
19. Pupils' behaviour and their attitudes towards learning are good. The school is a friendly, welcoming and supportive community where pupils feel safe and secure.
20. In the main, pupils work productively at the tasks set them, sustain concentration and try their best to succeed. This is sometimes hampered when lessons are too long.
21. Good features outweigh shortcomings in attendance rates achieved by the school. Annual rates average 93% and there are no instances of unauthorised absence. Pupils are punctual and keen to attend school; registration is conducted efficiently and lessons start promptly. Parents who take their children on holiday during term time have an adverse impact on the continuity of pupils' formal education and on overall rates of attendance for the school.
22. Pupils demonstrate a good understanding of the importance of treating everyone equally, fairly and without discrimination. In discussion, pupils display a growing respect for the diversity of beliefs, attitudes and cultural traditions within society.
23. Pupils are well prepared for effective participation in the life and work of the local community. The school is at the heart of the village community and valued by the community that it serves.

The quality of education and training

24. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
9%	82%	9%	0%	0%

25. The overall quality of teaching is consistently good and compares well with the national picture reported by Her Majesty's Chief Inspector in her annual report 2004-2005.
26. Teachers are very good role models for their pupils and establish outstanding working relationships that foster learning. They display good subject knowledge, plan appropriately and use a variety of teaching strategies. They are good language models for pupils to emulate in both English and Welsh although their expectations of enhancing pupils' speaking skills in Welsh across the curriculum and in more informal situations are insufficient.
27. Assessment, recording and reporting procedures have good features which outweigh some shortcomings. A range of information is used to set appropriate targets which are well monitored. Marking of pupils' work is consistent but does not always provide clear feedback to help move learning forward and to improve pupils' handwriting and presentation skills. Procedures for assessing and recording the progress of pupils with SEN are good. Annual reports to parents

with children in the Early Years do not focus in a sufficiently specific manner on the Desirable Outcomes for Children's Learning. KS1 and KS2 reports, for the most part, provide a good account of pupils' achievements.

28. The curriculum complies with statutory requirements and equal access is provided to broad and balanced learning experiences. The overall nature and quality of the curriculum has a number of outstanding features. They include the promotion of the culture and heritage of Wales, purposeful visits and visitors to the school, extra-curricular activities and provision for education for sustainable development and global citizenship (ESDGC). Homework is well targeted and appropriately focused.
29. Pupils' spiritual, moral, social and cultural development is very well promoted and they have experiences of a high quality in the whole-school acts of collective worship. They have very good opportunities to offer opinions to meditate on the themes in the assemblies. Through the school council and ecology related activities, pupils have opportunities to shoulder responsibilities, particularly in relation to the school's environment.
30. Planning for pupils' personal and social education (PSE) is very effective. Circle time experiences make an important contribution and there is a good focus on promoting self esteem, healthy eating and healthy living.
31. The school's partnerships with parents, the local community, the receiving secondary school and higher education institutions are highly successful. The involvement of parents and friends in the school's environmental and conservation work is outstanding and their commitment is greatly valued by the headteacher, staff and pupils. A constructive home/school agreement is in place that has been well received by parents.
32. The school is successfully laying the foundations for lifelong learning and community regeneration, and pupils have a clear understanding that their own attitudes and efforts impact upon their progress. Pupils know their community well and understand what is needed for its continued success.
33. The quality of care, support and guidance provided by the school is very good. The headteacher and staff know pupils very well, and effective procedures are in place to monitor and support pupils' academic progress, social development and personal welfare. The school works productively in partnership with a range of agencies and support services to ensure pupils' needs are carefully assessed and provided for.
34. Induction procedures for pupils entering the school, moving from KS1 to KS2 and transferring to secondary school are highly effective.
35. Pupils work and play in a happy, supportive environment, however, morning and afternoon break times in KS2 are too short to satisfy pupils' personal and social needs. Pupils confirmed this judgement during the inspection.
36. The support to meet the needs of pupils with SEN at each stage of the Code of Practice is effective. They have full access to the curriculum and make appropriate progress. The

SEN support teacher plays a key role in keeping staff abreast of any developments in the field and providing well-focused training for the learning support assistants (LSAs).

Leadership and management

37. The quality of leadership shown by the head teacher is consistently good. She is an energetic and caring leader who is easily approachable, She has clarity of vision for improving and developing the school and is ably supported by the staff in fulfilling new programmes.
38. The school takes very good account of national priorities; this is an outstanding feature. For example, it has developed a number of initiatives to develop pupils' understanding of sustainable development and global citizenship.
39. Detailed analysis is undertaken of performance data to identify strengths and weaknesses. Tracking of pupil performance is undertaken with results utilised to set whole-school quantitative targets with the aim of raising standards.
40. The effective staff appraisal system promotes teachers' continuous professional development.
41. Governors undertake their duties conscientiously, have a good awareness of their responsibilities and are very supportive of the school. They meet regularly and are supplied with comprehensive information about the life and work of the school through the headteacher's reports.
42. Governors have a good oversight of the budget and supervise expenditure appropriately. They fulfil their legal and regulatory requirements, however, the school's behaviour and discipline policy is insufficiently detailed and the equal opportunities policy does not fully comply with Welsh Assembly Government's (WAG) requirements.
43. The headteacher, governors and staff are committed to maintaining and further improving standards. All staff are involved in the self-evaluation process, with the views of governors, parents and learners having been taken into account. The role of subject co-ordinators in monitoring and evaluating work is developing appropriately. The school works closely within the cluster of primary schools in gathering and levelling portfolios in subject areas.
44. The school development plan (SDP) is a detailed plan for 2003-2006, clearly setting out the school's priorities with agreed time schedules, success criteria and costings identified. Actions taken have had a positive effect on mental mathematics strategies and speaking skills in English. However, there is insufficient planning of the issues to receive attention during this academic year and over the longer term.
45. The self-evaluation report, produced by the school before the inspection, is comprehensive. It identifies strengths and areas for improvement supported by a wide range of documented evidence. Under the influence of the governors, it has, however, been over-confident in its grading of five of the key questions.

46. Overall, the school has made good progress since the last inspection in addressing the identified key issues.
47. The school has an appropriate number of teaching staff to implement the curriculum. Teachers are appropriately qualified with a wide range of expertise. Good use is made of specialist peripatetic teachers in Welsh second language, music and physical education. Teachers work very effectively as a team in order to share information. The school has invested appropriately with regard to enthusiastic LSAs who work very well with the teachers.
48. Overall, the accommodation is good. The two classrooms are of suitable size for the number of pupils, however, the spare multi-purpose classroom is too small for gymnastics activities for all KS2 pupils. The hard and grassed play areas are well utilised. The conservation area, greenhouse, outdoor play provision for the under-fives and the computer provision are very good resources. The caretaker works effectively in keeping the school neat and tidy. The school has not produced, adopted and published an accessibility plan to increase access for disabled pupils; this is a statutory requirement.
49. Resources are good and well-utilised in the vast majority of subjects. Recently, decisions have led to a significant improvement in information technology resources and improvement to the early years outdoor play facilities.
50. The governing body is diligent in its role in monitoring, reviewing and directing significant areas of spending. There are secure processes in place to ensure value for money. The part-time administrative assistant fulfils her role competently and works effectively with the headteacher in the effective and efficient day-to-day running of the school. Overall, the school provides good value for money.

Recommendations

In order to improve the school in the areas inspected, the staff and governing body need to:

R1 raise standards in gymnastics;

R2 further develop pupils' key skills in:-

- (a) listening,
- (b) speaking in Welsh across the curriculum and
- (c) improving handwriting and presentation of work, mainly in KS2;

R3 extend morning and afternoon break times for KS2 pupils;

R4 create a SDP noting the school's priorities for the coming year and an outline of the issues to receive attention over the longer term;

R5 address the statutory obligations identified in the report, in order to meet the Welsh Assembly Government's requirements.

The school is addressing aspects of recommendation two in its current school development plan.

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

51. The findings of the inspection team do not correspond with the school's judgement of Grade 1 in the self-evaluation report. Standards of achievement were judged not to have outstanding features.

Pupils' standards of achievement:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	91%	9%	0%	0%

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

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

Inspection Area	Key stage 1	Key stage 2
Welsh second language	2	2
Mathematics	2	2
Science	2	2
Design technology	2	2
Physical education	3	3
Religious education	2	2

54. Pupils with SEN make appropriate progress and they achieve the targets set for them.

55. Pupils' key skills are developed appropriately in the early years. From an early age, they listen well to their teacher. Their Welsh oral skills are developing well and they make good use of their early skills in reading, writing, numeracy and ICT to promote learning.

56. In KS1, the standards and progress of pupils in the key skill of listening are good with some shortcomings. They listen to teachers' guidance but do not consistently listen to the opinion of others. Their skills in speaking, listening and writing are good; reading skills are good with outstanding features. They read accurately, fluently and with appropriate expression. Pupils' use of their numeracy and ICT skills is good across the curriculum together with their progress in their creative and problem-solving skills.

57. In KS2, pupils' listening skills are good with some shortcomings. They do not always listen attentively in order to grasp teachers' instruction. Speaking, writing and reading skills across the curriculum are good. They make good use of ICT to promote their learning. Numeracy skills are used well across the curriculum, and

are particularly evident in science. Their creative skills are good, mainly in art and music, evident in the excellent mural painted on the outside of the school and in pupils' participation in musical activities. Their personal, social and learning skills are good.

58. Mainly in KS2, pupils' handwriting skills are underdeveloped and they do not always ensure that their completed work is presented tidily.
59. In both key stages, pupils' bilingual skills are good with some shortcomings. Pupils display good skills in understanding teachers' instruction in Welsh, however, they lack confidence in answering through the medium of Welsh.
60. As the number of pupils eligible for assessment at the end of both key stages in 2006 was fewer than five, no comparison is made with similar schools. However, up until 2005, both KS1 and KS2 pupils performed consistently above the county and national averages except in 2005, when KS2 pupils were below. There is no significant difference between the performance of boys and girls.
61. Pupils' behaviour and their attitudes towards learning are good. The school is a friendly, welcoming and supportive community where pupils feel safe and secure. A clear code of conduct is in place and pupils understand what is expected of them with regard to behaviour.
62. In the main, pupils work productively at the tasks set them, sustain concentration and try their best to succeed. This is sometimes hampered when lessons are over long and pupils find it difficult to concentrate and maintain motivation.
63. Good features outweigh shortcomings in attendance rates achieved by the school. Annual rates average 93% and there are no instances of unauthorised absence. Pupils are punctual and keen to attend school; registration is conducted efficiently and lessons start promptly.
64. The governing body is rightly concerned about 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.
65. The school complies with attendance requirements set out in the NAW Circular 3/99, *Pupil Support and Social Inclusion*.
66. Pupils are developing the skills to work independently and improve their own learning. They work well in pairs and small groups, supporting each other and ensuring everyone makes a contribution.
67. Pupils' personal, social, moral and wider development is good. The supportive ethos of the school, the very positive relationships between staff and pupils and the sensitive moral and spiritual elements of collective worship provide pupils with a secure set of values to guide them.
68. Pupils demonstrate a good understanding of the importance of treating everyone equally, fairly and without discrimination. In discussion, pupils display a growing respect for the diversity of beliefs, attitudes and cultural traditions within society.

69. Pupils are well prepared for effective participation in the life and work of the local community. The school is at the heart of the village community and valued by the community that it serves. Staff, governors and pupils are highly committed to the local community and the school participates in many aspects of community life.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

70. The findings of the inspection team do not correspond with the school's judgement of Grade 1 in the self-evaluation report. There were insufficient lessons graded with outstanding features.

71. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
9%	82%	9%	0%	0%

72. The overall quality of teaching is consistently good and compares well with the national picture reported by Her Majesty's Chief Inspector in her annual report 2004-2005. Nationally, the quality of teaching is good in 79% of lessons, with 18% having outstanding features. The quality of teaching is a key element in the progress pupils make and the standards they achieve.

73. Teachers are very good role models for their pupils. The quality of the working relationship between them and the pupils is of a high order and promotes motivation and learning. For the most part, pupils in both classes have respect for their teachers.

74. In general, teachers have high expectations and pupils' efforts are praised. The procedures for celebrating effort and attitude to work make an important contribution to their development.

75. Teachers display good subject knowledge and specialist teaching in music, physical education and Welsh as second language contributes significantly to the overall quality of the curriculum provided. Teachers are good language models for pupils to emulate in both English and Welsh although their expectations of enhancing pupils' speaking skills in Welsh across the curriculum and in more informal situations are insufficient. This has a constraining impact on the development of pupils' bilingual skills.

76. In classes, teachers are enthusiastic and use a variety of teaching strategies and relevant resources effectively. Introductory and plenary sessions are generally effective, teachers adopt effective questioning techniques and for the most part lessons develop at good pace. Teachers' intervention skills are appropriate and their class management is always fair. The focus on equal opportunities is prominent.

77. When working alongside teachers, LSAs make a valuable contribution to the quality of the teaching and learning. They give well focused support to small groups of pupils within the classroom in addition to the good support they provide for individuals with SEN. Across the school, teachers provide a stimulating environment and displays of a high standard, which contain a range of pupils' work.

78. Overall, planning of lessons is good and there is an appropriate focus on a range of tasks to meet the needs of different abilities and ages. While plans note clear aims and objectives, these are not consistently shared with pupils.

79. The outstanding features in the teaching include:

- very good subject expertise;
- imaginative approaches to the topic under focus;
- high skills and strategies with regard to gaining and maintaining pupils interest;
- effective organisation and management of the different activities, and
- very effective plenary sessions.

80. In the very small number of lessons graded 3, shortcomings include:

- overlong lessons;
- insufficiently high expectations, and
- inefficient use of time and change of activities.

81. Assessment, recording and reporting procedures have good features which outweigh some shortcomings. A good quality policy document is in place, together with a well focused assessment timetable. The school benefits from working closely with other local schools in this context, particularly with regard to the compilation of subject portfolios of levelled work in different subjects.

82. The quality of the analysis of information gained from a range of tests is good. Baseline profiles, teacher assessments, standardised and national curriculum tests are used to monitor pupils' progress and achievements and to identify groups for additional support. A range of information is used to set appropriate targets which are well monitored.

83. Clear procedures are now in place to evaluate short-term planning and assessment of pupils' ongoing work to inform further planning, however, it is at an early stage of development.

84. Teachers marking of pupils' work is consistent but does not always provide clear feedback to help move learning forward and to improve handwriting and pupils' presentation skills. The school's marking policy document is insufficiently detailed in giving clear guidelines in this context.

85. Pupils are increasing their involvement in the assessment process and are developing a good awareness of their progress. They discuss personal targets

with teachers and are becoming increasingly involved in assessing the extent to which they have been achieved. Parents are kept informed of the targets set.

86. Teachers assess and record pupils' progress effectively in the core areas. Assessment and recording procedures in other curriculum areas are less formal and pupils' folders and books are in the main used to provide evidence of progress in most foundation subjects.
87. Procedures for assessing and recording the progress of pupils with SEN are good.
88. During the spring term an assessment is made of pupils' progress in the core areas, and of their personal and social development. This is followed by an open day for parents when they have good opportunities to discuss their child's work and progress.
89. Annual reports to parents with children in the early years do not focus in a sufficiently specific manner on the Desirable Outcomes for Children's Learning. KS1 and KS2 reports, for the most part, provide a good account of pupils' achievements and progress in subjects and, in the best examples, identify clear targets for improvement.

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
--

90. The inspection team's findings correspond with the judgement expressed in the school's self-evaluation report.
91. The curriculum complies with statutory requirements and equal access is provided to broad and balanced learning experiences which are relevant to the needs of pupils and effectively meet their aspirations. The overall nature and quality of the curriculum that is offered has a number of outstanding features.
92. The overall quality of the educational provision for the under-fives is appropriate to their needs, and the children are making good progress towards the Desirable Outcomes for Children's Learning.
93. In KS1 and KS2, a rich curriculum based on termly themes and well focused activities, is offered. Policies and effective long and medium term schemes of work ensure appropriate continuity and opportunities for progression. Curriculum maps give a clear overview of work to be covered in each subject. Pupils' knowledge and understanding are well developed and there are effective systems for developing further pupils' skills.
94. There are well focused policy documents for the development of key and basic skills. Whilst opportunities for their promotion are noted in short-term planning, the focus on developing specific skills is not always detailed.
95. There are a number of learning experiences which enable pupils to develop a range of skills relating to independent learning. The opportunities for pupils to

work together in pairs and groups are an important element of the provision. Good opportunities are planned for developing pupils' creative and problem solving skills.

96. The school promotes a very strong Welsh ethos. An outstanding feature is the great store placed upon promoting the culture and the heritage of Wales. Teachers use the Welsh language extensively in subjects across the curriculum, during assemblies and in informal situations. Pupils demonstrate a very good understanding of the language and the promotion of bilingual skills is effective in reading and writing. The promotion of speaking skills in Welsh across the curriculum is, however, more limited.
97. There are very good procedures and effective curricular opportunities to further pupils' knowledge and understanding of other cultures, particularly in religious education, geography and music.
98. There is a clear commitment to equal opportunities in the provision. Equal opportunity and effective support is given to pupils with SEN.
99. Homework is well targeted and appropriately focused. The provision outside normal school hours through the activities club is an outstanding feature. It involves pupils in a wide range of experiences which range from drama to sport and include activities related to the Urdd movement. It is open to all and very well attended. Many purposeful visits are arranged for every class. An important role is played by a number of visitors, including clerics, artists, musicians, bards, actors and contemporary authors.
100. Pupils' spiritual, moral, social and cultural development is very well promoted. They have very good opportunities to offer opinions and to meditate on the themes in assemblies. Religious education lessons also contribute well to their spiritual development. There are also valuable contributions from clerics in the area through their visits to the school. Pupils' awareness of those less fortunate is raised and they have opportunities to contribute to good causes.
101. Through the school council and eco related activities, pupils have opportunities to shoulder responsibilities, particularly in relation to the school's environment.
102. Planning for pupils' PSE is very effective and based on ACCAC guidelines and Pembrokeshire initiatives. There is a good focus on promoting self-esteem, healthy eating and healthy living. Very good use is made of outside agencies to promote PSE.
103. The school's partnerships with parents, the local community, the receiving secondary school and higher education institutions are highly successful and have outstanding features that enrich the life and work of the school.
104. Parents are very 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. Many parents and friends give freely of their time supporting school activities. The 'Friends of the School' 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.

105. The involvement of parents and friends in the school's environmental and conservation work is outstanding and their commitment is greatly valued by the headteacher, staff and pupils. A constructive home/school agreement is in place.
106. The school enjoys successful working partnerships with other schools in its 'family' of schools. Curriculum, pastoral and administrative links are well developed and help promote continuity of education as pupils move from KS2 to KS3. The school has developed a productive working partnership with an initial teacher training institution.
107. The school's commitment to work-related education is good and the vocational aspect of the PSE programme is well addressed by teachers. Within a limited range of employers locally, the school has developed positive partnerships, which enhance pupils' understanding of the work place.
108. The headteacher has undertaken a relevant business placement, which has contributed to her management role. No other teachers have undertaken business or industrial placements.
109. Whilst the school's practical, day-to-day arrangements to promote equality of access, to tackle social disadvantage and challenge stereotyping are secure, the content of the equal opportunities policy is too brief to offer comprehensive guidance.
110. The standards in, and provision for ESDGC are outstanding and fully embedded in the life and work of the school. The school makes every effort to act in a sustainable way and pupils regularly monitor energy and water consumption and are involved in re-cycling, composting and waste minimisation schemes. Their understanding of environmental, conservation and global issues is very good.
111. The school is part of the eco-schools award scheme and is justly proud of achieving the European Green Flag award three times, in recognition of its commitment to conservation and the environment. Pupils are very proud of their school grounds and local community and genuinely feel they can make a real difference, both locally and globally, through active citizenship and care for the environment.
112. Pupils' entrepreneurial skills are developing well. Pupils are involved in decision-making and problem-solving through the school council and the eco committee and they actively raise funds for charities and lead environmental and conservation work.
113. The school is successfully laying the foundations for lifelong learning and community regeneration, and pupils have a clear understanding that their own attitudes and efforts impact upon their progress. Pupils know their community well and understand what is needed for its continued success.

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

Grade 1: Good with outstanding features.

114. Overall, the inspection team's findings correspond with the judgement expressed in the school's self-evaluation report.
115. The quality of care, support and guidance provided by the school is consistently good with outstanding features. The headteacher and staff know pupils very well, and effective procedures are in place to monitor and support pupils' academic progress, social development and personal welfare.
116. The school works in full and productive partnership with a range of agencies and support services to ensure pupils' needs are carefully assessed and provided for. The school liaises closely with the LEA and draws on the expertise of a range of external support services when required.
117. Effective working partnerships have been developed with parents and carers, which contribute significantly to the quality of support and guidance offered to pupils. Parents and carers feel valued and are confident their views are well considered by the school.
118. The induction procedures for pupils entering the school, moving from KS1 to KS2 and transferring to secondary school are highly effective and ensure pupils settle quickly into their new environments with minimal disruption to their learning.
119. Pupils state they work and play in a happy, supportive environment where they are secure and valued by staff. They readily turn to adults for help and support and are listened to and treated with respect and kindness. However, morning and afternoon break times in KS2 are too short to satisfy pupils' personal and social needs. Pupils confirmed this judgement during the inspection.
120. Pupils have access to an effective PSE programme, including health education, in line with national recommendations, which contributes significantly to the quality of support and guidance offered to pupils.
121. There are appropriate day-to-day procedures in place to promote positive behaviour and attitudes and the school's approach to behaviour is outlined in the prospectus for parents. On the rare occasions when a pupil's behaviour is giving cause for concern, the school is able to draw on the expertise of the behaviour support team from the LEA; this arrangement works well.
122. The headteacher monitors attendance and punctuality carefully and appropriate procedures are in place to follow up any instances where attendance gives cause for concern. Effective liaison takes place with the education welfare service when necessary.
123. Pupils' academic progress is carefully monitored and pupils are beginning to take a more active role in the targets set for them and their progress in meeting them.

124. The school makes every effort to ensure the healthy development, safety and welfare of its pupils. A detailed policy and set of procedures to promote health and safety, including risk assessment, are in place, which are monitored and implemented consistently by the headteacher, staff and the governing body. Well-established arrangements are in place to deal with any accidents and emergencies.
125. As part of the *Welsh Network of Healthy Schools* initiative the school is successful in promoting healthy eating and a healthy lifestyle. Pupils have a good understanding that eating a balanced diet and exercising regularly is good for their health and well-being.
126. All staff work in pupils' best interests to safeguard their welfare and protect them from harm. The school has a clear policy and procedures to deal with child protection issues and takes into account national guidelines. The headteacher ensures all staff are fully aware of the correct procedures to be followed and that training is regularly up-dated.
127. Pupils with additional learning needs are identified and assessed at an early stage. Good use is made of teacher expertise and appropriate tests and there is a careful system of record keeping. The SEN support teacher plays a key role in this context as well as keeping staff abreast of any developments in the field and providing well-focused training for LSAs.
128. The support to meet the needs of pupils with SEN at each stage of the Code of Practice is effective. All staff work effectively as members of a team which is well led by the headteacher in her role as special needs co-ordinator (SENCO). She ensures that pupils with SEN have access to a full curriculum. The contribution of class teachers, the support teacher and two LSAs is of a high quality. The latter provide well focused support for individuals and groups within the classroom and during withdrawal sessions to improve basic skills. A key feature of the provision is the emphasis placed on promoting pupils' self-esteem.
129. Individual Education Plans (IEPs) for pupils with SEN are of good quality and individual targets are well focused. All staff as well as pupils and parents have opportunities to contribute to their formation. There are well focused termly reviews and rigorous monitoring of progress which for the most part is good. More able pupils are supported through the provision of more extended activities.
130. Appropriate strategies are in place to support the needs of pupils in relation to improving behaviour. There is a very clear anti-bullying policy and well developed strategies for highlighting the effects of bullying. These include discussion opportunities during circle time sessions. The school pastoral care approach is effective in enabling pupils to discover where boundaries of acceptable behaviour lie and if any problems arise, parents are involved at an early stage.
131. The policy document for equal opportunities is too brief, however, the school has well focused procedures for ensuring that all pupils have equal opportunities to participate in all activities. Fairness, tolerance, equality and respect and tolerance for all are elements which are prominent and clearly promoted.

132. The school promotes very good race relations and a well focused policy and race equality action plan, endorsed by governors, give clear guidelines in this field. Respect for diversity and difference are highlighted in assemblies and pupils are regularly reminded of their importance.

Leadership and management

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

Grade 2: Good features and no important shortcomings

133. The findings of the inspection team do not correspond with the school's judgement of Grade 1 in the self-evaluation report as there were insufficient outstanding features in the effectiveness of the leadership and strategic management.
134. The quality of leadership shown by the headteacher is consistently good. She is an energetic and caring leader who is easily approachable, She has clarity of vision for improving and developing the school and is ably supported by the staff in fulfilling new programmes.
135. The school ethos supports a good quality of life reflected in the confidence, trust and mutual co-operation between staff, pupils, governors, parents and the wider community.
136. The school takes very good account of national priorities; this is an outstanding feature. For example, it has developed a number of initiatives to develop pupils' understanding of sustainable development and global citizenship. The newly established school council helps pupils to contribute to and influence directly the decisions that affect them.
137. Detailed analysis is undertaken of performance data to identify strengths and weaknesses. Tracking of pupil performance is undertaken with results utilised to set whole-school quantitative targets with the aim of raising standards.
138. The effective staff appraisal system promotes teachers' continuous professional development.
139. Governors undertake their duties conscientiously, have a good awareness of their responsibilities and are very supportive of the school. Some are involved in the daily life and work of the school, ensuring the school's aims and objectives are realised.
140. Governors know the local community well and appreciate and value the contribution the school makes to it. They meet regularly and are supplied with comprehensive information about the life and work of the school through the headteacher's reports.
141. Governors have a good oversight of the budget and supervise expenditure appropriately. The recommendations in the latest audit of finances by the local authority in December 2002 have been addressed. Governors are fully involved in setting the strategic direction of the school. In the main, they fulfil their legal and regulatory requirements, however, the school's behaviour and discipline policy is

insufficiently detailed and the equal opportunities policy does not fully comply with WAG requirements.

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

Grade 2: Good features and no important shortcomings

142. The findings of the inspection team do not correspond with the school's judgement of Grade 1 in the self-evaluation report. No outstanding features were identified.
143. The headteacher, governors and staff are committed to maintaining and further improving standards. All staff are involved in the self-evaluation process, with the views of governors, parents and learners having been taken into account.
144. Governors are becoming more involved in monitoring the quality of provision and have a developing understanding of the strengths of the school and the priorities to be implemented through the SDP. The role of subject co-ordinators in monitoring and evaluating work is developing appropriately. The school works closely within the cluster of primary schools in gathering and levelling portfolios in subject areas.
145. The SDP is a detailed plan for 2003-2006, clearly setting out the school's priorities with agreed time schedules, success criteria and costings identified. Actions taken have had a positive effect on mental mathematics strategies and speaking skills in English. However, there is insufficient planning of the issues to receive attention during this academic year and over the longer term.
146. A detailed analysis is made of a wide range of assessment and test results including baseline tests in reception and teacher assessment at the end of both key stages. The school makes good use of this analysis to identify strengths and weaknesses.
147. Performance management procedures are impacting well on staff development. They contribute effectively to the identification of professional needs of all staff.
148. The self-evaluation report, produced by the school before the inspection, is comprehensive. It identifies strengths and areas for improvement supported by a wide range of documented evidence. Under the influence of the governors, it has however been over-confident in its grading of five of the key questions.
149. Overall, the inspection team agree with the school's identification of its strengths and areas for improvement and with the judgements made by the school in two of the seven key questions. The team downgraded the remaining five key questions.
150. Overall, the school has made good progress since the last inspection in addressing the identified key issues.

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

Grade 2: Good features and no important shortcomings

151. The findings of the inspection team do not correspond with the school's judgement of Grade 1 in the self-evaluation report. No outstanding features were identified.
152. The school has an appropriate number of teaching staff to implement the curriculum. Teachers are appropriately qualified with a wide range of expertise. Good use is made of specialist peripatetic teachers in Welsh second language, music and physical education. The planning for delegating curriculum responsibilities is good.
153. The school has invested appropriately with regard to enthusiastic classroom assistants who work very well with the teachers. Job descriptions give a clear outline of staff responsibilities.
154. Teachers attend a good range of training courses and this has a positive effect on their skills and understanding. Teachers work very effectively as a team in order to share information.
155. Overall, the accommodation is good. The two classrooms are of suitable size for the number of pupils, however, the spare multi-purpose classroom is too small for gymnastics activities for all KS2 pupils. The hard and grassed play areas are well utilised. The conservation area, greenhouse, outdoor play provision for the under-fives and computer provision are very good resources. The separate dining area housed in a detached block is appropriately utilised for dining and pre-school play group activities. The caretaker works efficiently in keeping the school neat and tidy.
156. Although identified in the SDP as an area for development, the school has not produced, adopted and published an accessibility plan to increase access for disabled pupils. This is a statutory requirement.
157. Resources are good and well-utilised in the vast majority of subjects. Spending decisions are well linked with priorities in the school plans. Recently, decisions have led to a significant improvement in information technology resources and improvement to the early years outdoor play facilities. The surplus has been earmarked to maintain staffing levels although it remains higher than recommended.
158. The school meets its statutory obligations in organising and implementing planning, preparation and assessment (PPA) time efficiently. Together with management time for the headteacher, it effectively utilises a teacher for two days per week together with specialist peripatetic teachers.
159. The governing body is diligent in its role in monitoring, reviewing and directing significant areas of spending. There are secure processes in place to ensure value for money. The part-time administrative assistant fulfils her role competently and works effectively with the headteacher in the effective and efficient day-to-day running of the school. Overall, the school provides good value for money.

Standards achieved in subjects and areas of learning

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

160. Pupils in both key stages demonstrate positive attitudes towards Welsh and respond effectively when given opportunities to use the language. At appropriate levels across the school, they demonstrate a very good understanding of the wide range of vocabulary and language patterns used by teaching and non-teaching staff.
161. As they move through the school pupils make good progress in their pronunciation and intonation skills.
162. Overall, pupils in KS1 make good progress in the skills of speaking and listening. They respond well to instructions and ask and answer questions effectively about the weather, likes and dislikes and food and farming. They develop a good grasp of a range of sentence patterns and vocabulary relating to personal features and feelings. Older pupils respond well to questions relating to a class story.
163. KS1 pupils read a class story book effectively both as individuals and groups and with good levels of expression and understanding. They develop a good grasp of the letters and sounds of the Welsh alphabet. Most pupils effectively write phrases and simple sentences, often linked to pictures, based on their acquired vocabulary.
164. Overall pupils in KS2 demonstrate good speaking skills and use a variety of sentence patterns and vocabulary relating to a range of personal information and given stimuli. They respond well when answering questions about their reading material. A significant number of pupils focus well on poems, give reasons for statements and use the past tense effectively.
165. KS2 pupils demonstrate good reading skills when they read individual reading books and when they read in groups. They read extended dialogues well and demonstrate good expression in their reading. Their levels of understanding of the texts under focus is good.
166. Pupils across KS2 make good progress in their writing skills. At the lower end, the majority demonstrate good skills as they write a range of sentences, short descriptions using a given pattern and simple dialogues. Older pupils write more extended paragraphs, using personal information and the past tense in an

appropriate manner; most write effective dialogues. Across the key stage, pupils make good progress in re-telling stories and writing prayers in Welsh.

Shortcomings

167. There are no significant shortcomings.

Mathematics

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

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

Good features

168. Pupils develop a good mathematical vocabulary across both key stages.

169. In KS1, pupils attain good standards in their understanding of number. They add and subtract correctly and count forwards and back in differently sized steps. Across the key stage, they solve simple problems effectively using a developing range of strategies.

170. KS1 pupils develop a good grasp of the two, five and 10 times tables and they respond quickly in mental tasks.

171. Across KS1, pupils recognise simple two and three-dimensional shapes and their properties. Their skills in creating simple graphs to record a variety of information are good.

172. By the end of KS1, in their work on time, pupils develop a good understanding of halves and quarters. Able pupils tell the time in five minute intervals.

173. Across KS2, pupils have a good understanding of number and have a firm command of length, weight and volume.

174. At appropriate levels, KS2 pupils' mental skills are good. They discuss a variety of facts that belong to different numbers and do so very confidently, including recognising the place value of different digits.

175. Pupils at the lower end of KS2 display a good understanding of fractions. By the end of the key stage, they display a good understanding of the connection between fractions, percentages and decimals.

176. Across KS2, pupils have a very good grasp of two and three-dimensional shapes and their properties. They develop a good understanding of reflective and rotational symmetries of two-dimensional shapes.

177. By the end of KS2, pupils display good research skills; they record and discuss data and make graphs to present findings.

Shortcomings

178. There are no significant shortcomings, however, in both key stages, pupils make limited use of computers for representing and exploring data.

Science

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

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

Good features

179. Pupils in KS1 and KS2 demonstrate a very positive attitude towards science; they have a good awareness of the importance of science in their lives. They develop a good knowledge of the natural world through their ecology experiences. Most develop a good scientific vocabulary.
180. Across the school pupils develop a good understanding of the importance of healthy eating and living. KS2 pupils, for example, focus well on the importance of caring for teeth.
181. KS1 pupils' skills of classification develop well as they focus on living and non-living things and objects that depend on electricity. In their investigation of materials, they develop a good understanding that the shape and form of some materials can be changed. They are aware that some of these changes can be reversed.
182. In KS1, pupils have a good understanding of forces and movement and demonstrate good skills and an understanding of the importance of a fair test when investigating the effect of the height of a ramp on the speed and distance of travelling toy cars. They present their findings effectively in graphic form.
183. Across KS1, pupils develop a good understanding of the concepts of light and electricity. They have good knowledge of the various sources of light and how they can be categorised. They are aware of the importance of electricity in their lives and create posters to warn against its dangers. Pupils' understanding of electrical circuits is good and they have created a variety of different types of circuits for different purposes including activating a buzzer.
184. Most KS2 pupils develop a good understanding of the properties of solids, liquids and gases. They investigate materials effectively when, for example, they consider materials used in the home and which are best for insulating purposes.
185. Pupils in KS2 develop a good understanding of how light travels. They demonstrate good investigative skills as they explore the concepts of transparency, translucency and opaqueness. Their understanding of electrical circuits is well developed and they make good use of diagrams and symbols as

they explain the workings of their circuits. They make effective use of reference books to gather information.

186. Most pupils in KS2 develop good skills in planning and carrying out investigations when they focus on the strength of magnets and air resistance. Their skills of prediction are good and they demonstrate a good understanding of the importance of a fair test. Good use is made of tables and graphs to present findings.

Shortcomings

187. There are no significant shortcomings, however, mainly in KS2, pupils' recording of their knowledge, understanding and results of investigations are underdeveloped.

Design and 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

188. In KS1, in their knowledge and understanding, pupils make good progress in becoming aware that they design a product for a purpose. They use a range of materials and components, matching the working characteristics of the materials to their tasks.
189. KS1 pupils' design skills are beginning to develop. They clarify the requirements of the task in hand and record a checklist of specifications.
190. Pupils' making skills in KS1 are good. They measure, mark out, shape and join a range of materials using appropriate techniques. When making hand and glove puppets, pupils develop good stitching skills.
191. In KS2, pupils realise the value of investigating prior to making, for example, when undertaking a project on making favourite toys for KS1 pupils. They develop their skills and understanding related to joints and levers that allow movement during focused practical tasks and are able to keep in mind the purpose for their product during the design and make stages.
192. Pupils in KS2 develop good research and evaluation skills, for example, in preparation for designing and making moveable toys. They identify criteria to evaluate existing products and are able to explain preferences.
193. KS2 pupils display good making skills. They construct a good range of artefacts using recyclable material. They measure, mark out, cut, shape and join a range of materials using appropriate techniques with a sound understanding of the need for safety. Part-completed products are of good quality.

Shortcomings

194. There are no significant shortcomings but in upper KS2, pupils' design drawings are insufficiently accurate as they do not identify measurements and use scale.

Physical education

Key Stage 1: Grade 3: Good features outweigh shortcomings

Key Stage 2: Grade 3: Good features outweigh shortcomings

Good features

195. In both key stages, pupils change suitably, warm up appropriately and lift, transport and use equipment safely. For the most part they listen to instructions and make satisfactory use of space within the very limited confines of a classroom.
196. In gymnastics activities, KS1 pupils effectively transfer weight from feet to hands and improve their skill in changing direction of travel. They perform for an extended period.
197. In gymnastics activities, the majority of KS2 pupils practise, refine and repeat movement sequences which emphasise changes of shape, both on the floor and when using apparatus. Around a half display good skills when repeating their sequence of movements with landing skills well advanced. Forward and backward rolls are effectively completed.
198. KS2 pupils participate in individual and team events at local level. Discussion with pupils indicates that their interest and participation are significantly enhanced through weekly extra-curricular sporting activities.
199. KS2 and Y2 pupils undertake swimming lessons at the nearby leisure centre. The school states that the vast majority of Y6 pupils attain NC standards. Evidence provided by the school indicates that Y6 pupils undertake outdoor and adventurous activities in a different environment whilst on a residential programme.

Shortcomings

200. In both key stages, pupils' skills in evaluating their own work and that of others in order to identify ways of improvement are underdeveloped. They do not sustain activity for increasingly longer periods in KS2.
201. In both key stages, pupils do not hold their posture gracefully when completing their sequences.

202. In both key stages, a significant number of pupils display limited creative skills and work within a narrow range of activities.

Religious education

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

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

Good features

203. In both key stages, pupils develop a good knowledge of Bible stories and focus well on moral features associated with them.

204. Pupils in KS1 focus well on parables, such as the story of the lost sheep. They also develop a good awareness of the life and work of later followers of Jesus, such as St David and St Francis of Assisi. Pupils across the key stage develop a good understanding of the importance of friendship and their community.

205. KS1 pupils focus well on the concept of celebration in relation to their own experiences and the role of festivals in the Christian and Hindu faiths. They develop a good awareness of the significance of light as they explore the relationship between the story of Rama and Sita and the celebration of Divali.

206. In KS1, pupils are aware that Hindus believe in different gods and make good use of pictures and artefacts to gather information about the goddess Lakshmi.

207. In KS2, pupils develop a good knowledge and understanding of a number of features relating to the Muslim faith including the Qu'ran, and worship in the Mosque. To enhance their understanding of the importance of the five pillars of Islam, they draw effective comparisons with features that are important in their own lives.

208. KS2 pupils make good use of artefacts and reference books to develop a good knowledge and understanding of customs and practices associated with Hindu worship. They focus particularly well on the significance of light in their focus on the celebration of Divali.

209. As part of their understanding of the role of holy books in religion, they focus well on the Bible as a library of books and develop a good understanding of the importance of William Morgan's work in translating the Bible into Welsh.

210. Across the key stage, pupils effectively explore the concept of prayer and its importance and practice in different religions. They write their own prayers of thanks relating to various situations.

Shortcomings

211. There are no significant shortcomings, however, KS2 pupils' skills in recording their knowledge and understanding are underdeveloped.

School's response to the inspection

212. The staff and governors of Hayscastle School wish to thank the inspection team for the courteous and professional manner in which it carried out its duties. Its constructive feed-back has been appreciated by staff and governors, and the whole process of inspection was seen as being a positive one, in order to move the school forward.
213. We are pleased that the team has found the school to be a good school which has improved since the last inspection. The care and support provided for pupils, the learning experiences and the quality of teaching have been identified as obvious strengths. The school is judged to be a happy and secure place in which the pupils can grow in confidence and independence. The school's efforts and good work with education for sustainable development and global citizenship have also been well received by staff and governors.
214. The staff and governors will address the recommendations, which will be included in the school development plan, by the end of the school year. A copy of the school's action plan in response to the inspection recommendations, will be sent to all parents. The progress made will be reported to parents in the governors' annual report to parents.

Appendix 1

Basic information about the school

Name of school	Hayscastle Primary School
School type	Community
Age-range of pupils	4-11
Address of school	Hayscastle, Haverfordwest Pembrokeshire
Postcode	SA62 5QA
Telephone number	01348 840362

Headteacher	Mrs Rhian Taylor
Date of appointment	September 1985
Chair of governors/ Appropriate authority	Councillor T J Richards
Registered inspector	Jeffrey Harries
Dates of inspection	17-19 October 2006

Appendix 2

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	0	2	7	4	5	2	6	7	33

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	2	1	2.4

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	16.5:1
Pupil: adult (fte) ratio in nursery classes	N/A
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	16
Teacher (fte): class ratio	1.2:1

Percentage attendance for three complete terms prior to inspection		
Term	R	Rest of School
Autumn 2005	92.4%	91.5%
Spring 2006	89.5%	92.2%
Summer 2006	92.5%	94.0%

Percentage of pupils entitled to free school meals	19%
Number of pupils excluded during 12 months prior to inspection	0

Appendix 3

National Curriculum Assessment Results End of Key Stage 1:

National Curriculum Assessment KS1 Results 2006	Number of pupils in Y2	4
As the number of pupils eligible for assessment at the end of Key Stage 1 was fewer than five, summary information is not included		

National Curriculum Assessment Results End of Key Stage 2:

National Curriculum Assessment KS2 Results 2006	Number of pupils in Y6	3
As the number of pupils eligible for assessment at the end of Key Stage 2 was fewer than five, summary information is not included		

Appendix 4

Evidence base of the inspection

The inspection was carried out by a team of three inspectors who spent a total of six inspector days at the school.

Before the inspection:

- meetings were held with the headteacher and staff, the governing body and 4 parents who attended the pre-inspection meeting;
- questionnaires were distributed to all parents and the nine completed questionnaires were analysed and the inspection team took note of the results; 93% of the responses were positive;
- school documentation was examined.

During the inspection:

- evidence based on the inspection of classes in a total of 22 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 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 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Jeffrey Harries, Registered Inspector	Context Summary and recommendations Key questions 1, 5, 6 and 7 Mathematics Design and technology Physical education
Mr Brinley W Jones, Team Inspector	Key questions 2, 3 and 4 Welsh second language Science Religious education
Mrs Janet Warr, Lay Inspector	Contributions to key questions 1, 3, 4 and 5
Mrs Rhian Taylor, Headteacher	Nominee

Acknowledgement

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

Contractor:

**Celtic Inspection Service Unit
University of Wales Institute Cardiff
Cyncoed Rd
Cardiff
CF23 6XD**