

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

A Report on the Quality of Education in

**Angle Voluntary Controlled School
Angle Village
Pembroke
Pembrokeshire
SA71 1AT**

School Number: 6683033

Date of Inspection: 16/03/09

by

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Angle V.C. 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 Angle V.C. School took place between 16/03/09 and 18/03/09. An independent team of inspectors, led by Dorothy Morris 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	Y1	Y2	Y3	Y4	Y5	Y6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The National Curriculum covers four key stages as follows:

Key stage 1	Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

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Context

The nature of the provider

1. Angle School is a Church in Wales voluntary-controlled school catering for pupils aged three to eleven years of age. It is located in the attractive village of Angle, some eight miles to the west of Pembroke. It is maintained by Pembrokeshire Unitary Authority (UA). There are 34 pupils (full-time equivalent) on roll. Children are admitted to the school on a part-time basis in the term following their third birthday. Pupil numbers have increased slightly over recent years.
2. According to the school, its natural catchment area is neither prosperous nor economically disadvantaged. Twenty five per cent of pupils are entitled to receive free school meals; this figure is higher than the county and national averages.
3. Pupils represent the full range of ability. The school has identified fourteen pupils (45.9%) as having special educational needs (SEN), including one pupil who has a statement of SEN; this figure is significantly higher than the county and national averages.
4. Pupils come from mainly English-speaking backgrounds and learn Welsh as a second language. No pupil is receiving help with English as an additional language.
5. As the school is a voluntary controlled school, an inspector appointed by the Church undertook a separate inspection of collective worship and pupils' spiritual and moral development.
6. During 2007-2008, the school gained the Basic Skills Agency Quality Mark for the third time and also the third phase of the Healthy Schools Award.
7. The school was last inspected in April 2003. Since that time, there have been changes in teaching staff and, more recently, significant improvements made to the accommodation and outdoor learning areas. The acting headteacher has been in post since January 2007.
8. During the term leading up to the inspection, school management and aspects of provision in the key stage 2 class were affected by the absence through ill health of the acting headteacher, and a lack of continuity in supply teacher cover. During the inspection itself, a supply teacher taught the key stage 2 class.

The school's priorities and targets

9. The school's main aim is to provide an education of the highest quality within the context of Christian belief and practice. This education should enable pupils to develop and realise their full potential spiritually, academically, socially and physically.
10. The school's main priorities and targets for 2008-9 include to:
 - continue to develop the Foundation Phase;
 - develop curriculum planning to reflect the revised key stage 2 curriculum;

- develop assessment and self-evaluation procedures;
- develop bilingualism further across the school; and
- continue to improve the school environment

Summary

11. This school is a caring, inclusive community where the day-to-day care and support provided for pupils is of a high quality; this is a notable feature of the school's work. Since the last inspection, standards have been maintained or improved in many of the subjects inspected. Nevertheless, pupils' progress and standards in aspects such as pupils' key skills are more uneven.
12. The self-evaluation report, produced by the school before the inspection, is a comprehensive and detailed document which identifies strengths and areas for improvement. The inspection team agreed with the school's judgements in four of the seven key questions. A lower grade was awarded to the other three key questions. Although there are good features in provision within the areas covered by these questions, there are also aspects which have shortcomings requiring improvement.

Table of grades awarded

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

Standards

13. In the lessons inspected, pupils' standards of achievement are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	83%	17%	0%	0%

14. These figures are below the national findings published in Her Majesty's Chief Inspector (HMCI) 's latest Annual Report for 2007-2008, which states that

standards were Grade 1 and 2 overall in 84% of the lessons inspected, of which 12% were judged Grade 1.

15. The quality of the educational provision for the under-fives is appropriate to their needs and children make good progress towards the Foundation Phase outcomes.

Grades for standards in the subjects inspected

16. In key stages 1 and 2, pupils' standards of achievement in the subjects inspected are as follows:

Subject	Key Stage 1	Key Stage 2
English	Grade 2	Grade 3
Science	Grade 2	Grade 2
Welsh second language	Grade 2	Grade 3
History	Grade 2	Grade 2
Art	Grade 2	Grade 2
Physical education	Grade 2	Grade 2

17. Overall, the education provided meets the range of pupils' needs. Most pupils, including those with SEN, make consistent progress in gaining new skills, knowledge and understanding and achieve their agreed learning targets and goals.
18. In the National Curriculum (NC) assessments over the last three years, the number of pupils assessed at the end of both key stages has been lower than five in most years and, therefore, national and county comparisons are not always valid. Overall, however, the school is successful in meeting its end of key stage targets and there are no significant differences in the performance of boys and girls. Pupils with SEN attain well and achieve their personal targets.
19. Over a three year period, pupils' attainments overall at the end of key stage 1 are uneven. In most years, they are below the county and national averages but in 2008 the outcomes were above the national averages. In key stage 2, pupils' attainments are above the national and county averages in most years. When benchmarked against schools with a similar proportion of pupils entitled to free school meals, the school's results in 2008 place it in the upper 50% of schools in key stage 1. In key stage 2, the results place it in the upper 25% of similar schools.
20. Children under five and pupils in key stage 1 make good progress and achieve good standards in using the key skills of thinking, communication, numeracy, and information and communications technology (ICT) across the areas of learning.
21. In key stage 2, pupils' progress and standards in key skills across the curriculum have good features that outweigh shortcomings. In the best work, pupils use key skills confidently and accurately in other subjects. Overall, however, pupils' key skills do not develop and improve progressively across the school.
22. Good features outweigh shortcomings in pupils' progress in gaining bilingual competence. Across the school, pupils communicate readily in English. In key stage 1, most pupils demonstrate a secure understanding of basic Welsh

vocabulary, which they use confidently in their work. In key stage 2, pupils lack a sufficient grasp of language patterns and relevant vocabulary to communicate in Welsh in informal situations.

23. Overall, pupils have a good awareness of the Cwricwlwm Cymreig through their studies in subjects such as history, religious education and art.
24. In both key stages, pupils' problem solving skills are developing well in key stage 1 and in aspects of pupils' work in key stage 2, for example in science and design technology. Pupils' creative skills develop appropriately across the school in subjects such as music, art and drama.
25. In both key stages, more able pupils have a good awareness of the strengths and weaknesses of their work. In general, however, pupils' ability to evaluate their work and to identify what they have to do to improve is insufficiently developed. This is an area identified appropriately by the school for attention in its school development plan (SDP).
26. Most pupils' attitudes to their learning and the interest they show in their work are good.
27. Pupils' moral, social and cultural development is good. Through circle time and School Council activities, pupils develop a secure set of moral and social values. Pupils have a good awareness of those less fortunate than themselves and contribute well to good causes. Through their studies across the curriculum, pupils' awareness of equal opportunity issues is good. They also develop a good understanding of other social and cultural traditions.
28. Most pupils behave well and are courteous to staff. Pupils are generally developing the skills to work with greater independence and in the best practice, they work well in pairs and as small groups. In key stage 2, a few pupils find difficulty in working constructively with others.
29. Pupils have a good knowledge of community life in their area, and they contribute extensively to local events. Through visits and the contribution of visitors to the school, pupils also have a good awareness of the world of work.
30. Attendance rates for the past three terms are good, averaging 95.4 per cent. These rates are above both national rates of attendance for pupils of primary school age and also above the attendance rates for schools with a similar free school meal entitlement. Pupils are punctual and lessons start promptly.

The quality of education and training

Grades for teaching

31. In the lessons inspected, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	85%	15%	0%	0%

32. These figures are an improvement on the quality of teaching reported in the previous inspection report on the school. They also match the findings reported in the HMCI's Annual Report for 2007-8, which states that the quality of

teaching in primary schools in Wales was good or better (Grade 1 and 2) in 83% of lessons inspected. However, they are below the national findings of 16% of lessons judged Grade 1.

33. In the lessons with good features, teachers have a thorough knowledge of the subjects they teach, lesson objectives are shared with the pupils, and there is skilful use of a range of teaching methods and resources. Where teaching is less effective, the teaching lacks pace, and planning is insufficiently rigorous to ensure that tasks are consistently well matched to pupils' learning needs and abilities.
34. Good features outweigh shortcomings in assessing, recording and reporting pupils' progress. Teachers assess pupils' achievements and progress accurately and regularly in the core subjects. In the best practice, pupils' work is marked consistently, often alongside the pupils, and this assists them improve the quality of their work. A scrutiny of pupils' books, however, indicates that practice is not consistent across the school.
35. Annual reports to parents are of good quality and conform to statutory requirements. They are praised by parents. In the pre inspection meeting with parents, however, many indicated that they would appreciate more formal opportunities to discuss their children's work and progress with the teaching staff.
36. The school offers pupils a broad and balanced curriculum that meets statutory requirements. However, there is insufficient rigour in the planning and monitoring of pupils' key skills across the curriculum to ensure their progressive development and improvement across the school.
37. There are good features in the school's approach to raising pupils' awareness and understanding of sustainable development. There is a strong emphasis on all aspects of health education, and the promotion of a healthier lifestyle permeates the curriculum and is evident in the daily routines.
38. The school's partnerships with other schools, institutions and the local community are good with outstanding features. The school receives very good support from parents, the community, local businesses and industry, both financially and by providing expertise to support pupils' learning in many areas of the curriculum.
39. The quality of pastoral care offered to pupils is an outstanding feature of the provision. This is an inclusive school which gives very good attention to pupils' well-being. There is a suitable policy for child protection and all staff are aware of its guidance. Policies and procedures relating to health and safety, including first aid, are implemented appropriately. Risk assessments are undertaken in relation to school visits and activities.
40. Provision for pupils with SEN has good features which outweigh shortcomings. Teachers and experienced support staff offer pupils good support. Most pupils with SEN make consistent progress in their work relative to their abilities and stage of development. A particularly strong feature is their social and personal development. Nevertheless, given the high percentage of pupils with SEN, the monitoring of all aspects of provision is not always sufficiently rigorous.

Leadership and management

41. The acting headteacher, who has been in post for two years, has a clear vision for the future development of the school. His leadership ensures that the school's explicit aims and values are clearly reflected in the day-to-day work of the school, where pupils, whatever their age, gender or ability, are treated equally and with respect. All members of staff work conscientiously to further pupils' educational development.
42. The governing body is very supportive of the school and makes a full contribution to its life and work. It works effectively in helping to set the school's strategic direction and in managing the budget. Experienced governors have been involved in monitoring aspects of provision but, overall, their role in monitoring quality and standards is insufficiently developed.
43. The SDP effectively sets out the school's priorities and is informed by a wide range of evidence identifying the school's needs. It provides a relevant agenda for taking the school forward.
44. Good features outweigh shortcomings in the school's monitoring and evaluation procedures. The current procedures provide the school with useful general information on its overall provision, but there is insufficient focus on monitoring pupils' standards of achievement across the subjects.
45. The school has made good progress in addressing many of the key issues of the last inspection. Standards have improved in science and physical education, additional curricular resources have been acquired, the contents of the school prospectus and the annual report to parents now meet statutory requirements, and significant improvements have been made to the internal and external environment of the school. Aspects of assessment and monitoring procedures, however, have not been addressed fully.
46. The management and use of resources are good overall. There are sufficient suitably qualified and experienced permanent members of staff to carry out the work of the school. There is good investment in resources and equipment which supports pupils' learning well. The accommodation has been improved and now offers staff and pupils suitable facilities for teaching and learning.
47. The school's budget is well managed and good use is made of grants from various sources. The school's current spending decisions are appropriately linked to plans for its development; the acting headteacher and governors review expenditure regularly. Overall, the school offers value for money.

Recommendations

In order to develop further, the staff and governors need to:

- R1 improve pupils' standards of achievement in English and Welsh second language in key stage 2;
- R2 improve pupils' key skills, particularly writing, number and bilingualism, progressively across the school;
- R3 extend the good practice seen in marking amongst all staff, and increase pupils' involvement in assessing their own learning;*
- R4 strengthen whole school curriculum planning to ensure better continuity and progression in pupils' learning;
- R5 improve self-evaluation procedures, and develop the role of the curriculum co-ordinators and the governing body in the process.

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 3: Good features outweigh shortcomings

48. The findings of the inspection team do not match the Grade 2 judgement made by the school in its self-evaluation report. Although there are good features in pupils' personal and social development, there are also important shortcomings in aspects of pupils' standards of achievement and progress.

49. In the lessons inspected, pupils' standards of achievement are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	83%	17%	0%	0%

50. These figures are below the national findings published in HMCI's latest Annual Report for 2007-2008, which states that standards were Grade 1 and 2 overall in 84% of the lessons inspected, of which 12% were judged Grade 1.

Grades for standards in the subjects inspected

51. Pupils' standards of achievement in the subjects inspected are as follows:

Subject	Key Stage 1	Key Stage 2
English	Grade 2	Grade 3
Science	Grade 2	Grade 2
Welsh second language	Grade 2	Grade 3
History	Grade 2	Grade 2
Art	Grade 2	Grade 2
Physical education	Grade 2	Grade 2

52. Most pupils, including those with SEN, make consistent progress in gaining new skills, knowledge and understanding and achieve their agreed learning targets and goals. Baseline assessments and school data indicate that most children's attainment on entry is average to good.

53. In the NC assessments over the last three years, the number of pupils assessed at the end of both key stages has been lower than five in most years and, therefore, national and county comparisons are not always valid. Overall, however, the school is successful in meeting its end of key stage targets and there are no significant differences in the performance of boys and girls. Pupils with SEN attain well and achieve their personal targets.

54. Over a three year period, pupils' attainments overall at the end of key stage 1 are below the county and national averages in most years. The outcomes in 2008, however, show an improvement. In key stage 2, they are above the national and county averages in most years. When benchmarked against schools with a similar proportion of pupils entitled to free school meals, the

results in 2008, place the school in the upper 50% of schools in key stage 1. In key stage 2, they are in the upper 25% of schools.

55. At the end of key stage 2, most pupils' results indicate clear gains in learning within the core subjects when compared with their attainment at the end of key stage 1. In recent years, few pupils achieve level 3, the highest level, at the end of key stage 1. At the end of key stage 2, the percentage of pupils achieving level 5, the highest level, is above the national averages in most years.
56. The quality of the educational provision for the under-fives is appropriate to their needs and the children make good progress towards the Foundation Phase outcomes.
57. Children under-five and pupils in key stage 1 make good progress in developing and applying thinking, communication, numeracy and ICT skills across the curriculum. The development of their personal and social skills is also good.
58. In key stage 2, good features outweigh shortcomings in the standards achieved by pupils in key skills across the curriculum. Most pupils listen well and respond enthusiastically in whole-class discussions. Pupils' speaking skills are good overall. A few pupils speak confidently using an extended vocabulary with very good understanding. In the best work, pupils make appropriate use of their reading skills to gather information, and they write for a range of purposes across the subjects. Nevertheless, there are few examples of extended pieces of writing and the quality of many pupils' writing is hampered by an insecure grasp of spelling. The development of pupils' handwriting skills is uneven with a few pupils demonstrating poor letter formation.
59. In key stage 2, pupils generally use their numeracy skills appropriately when measuring and recording their investigations in subjects such as science. A minority of pupils, however, are hesitant when calculating both mentally and on paper, and when applying general mathematical skills in other subjects. Most pupils make increasing use of their ICT skills in their work across the curriculum and there are examples of good work in subjects such as history. Overall, pupils do not develop and improve their communication, number and ICT skills progressively across the key stages.
60. Pupils' problem solving skills are developing well in key stage 1 and in aspects of pupils' work in key stage 2, for example, in science and design technology. Pupils' creative skills develop appropriately across the school in subjects such as music, art and drama. Nevertheless, pupils do not develop these skills consistently.
61. Good features outweigh shortcomings in the development of pupils' bilingual proficiency. Across the school, most pupils communicate readily and confidently in English. The under fives and pupils in key stage 1, have a good grasp of basic vocabulary in Welsh and use familiar language patterns competently when responding to questions and when engaging in informal discussion. In key stage 2, pupils recognise Welsh when spoken and are

generally enthusiastic learners of the language. They understand many words and phrases and respond accurately to simple questions and instructions. Nevertheless, pupils' bilingual competence does not develop consistently as they move through the school. Overall, pupils have a good awareness of Y Cwricwlwm Cymreig through their studies in subjects such as history, art and religious education.

62. Pupils have individual targets and in the best practice more able pupils can discuss the general strengths and weaknesses in their work. Overall, pupils' ability to evaluate their work and to identify what they have to do to improve is insufficiently developed. This is an area appropriately identified by the school for further development in its SDP.
63. Good features outweigh shortcomings in pupils' capacity to work independently. In key stage 1, pupils display confidence in planning and implementing aspects of their work. Whilst pupils in key stage 2 are developing appropriate decision-making skills in aspects of their work, in club activities and in their responsibilities outside the classroom, they do not use their own initiative sufficiently to improve their own learning within lessons.
64. Generally, pupils' behaviour and their attitudes towards learning are good. Most pupils listen to their teachers, settle to the tasks set, and sustain concentration to the best of their abilities. A few pupils find it difficult to listen and concentrate and become easily distracted, which has an adverse impact on the standards they achieve.
65. Overall, pupils make consistent progress regardless of their social or linguistic background. Pupils of all abilities benefit from the additional support that they receive and most pupils make consistent progress toward fulfilling their potential and moving on to the next stage of learning.
66. Pupils make good progress in their personal, social, moral and wider development. The strong community ethos of the school and the secure relationships between staff and pupils help them develop a secure set of values to guide them through life. Pupils are developing a good understanding of equal opportunities issues and of diversity within society. They show respect for faiths and cultures that are different from their own.
67. Pupils have a good understanding of their place in the community and participate fully and successfully in local events. They make good use of the locality as a learning resource. Their awareness of the working world is good. Through their educational visits, links with local businesses and discussion with personnel from different workplaces, pupils have a good knowledge of professions and occupations in their area.
68. Pupils demonstrate their enterprise skills well by winning local competitions involving designing, making and selling products for a profit. Across the school, pupils are involved in planning and decision-making through the work of the School Council, enterprise initiatives and involvement in projects to improve the school grounds.

69. Attendance rates for the past three terms are good, averaging 95.4 per cent. These rates are above both national rates of attendance for pupils of primary school age and the attendance rates for schools with a similar free school meal entitlement. Registration is conducted efficiently; pupils are punctual and lessons start promptly.

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 match the judgement made by the school in its self-evaluation report.
71. In the lessons inspected, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	85%	15%	0%	0%

72. These figures are an improvement on the quality of the teaching reported in the previous inspection report on the school. They also match the findings reported in the HMCI's Annual Report for 2007-8, which states that the quality of teaching in primary schools in Wales was good or better (Grade 1 and 2) in 83% of lessons inspected, but they are below the national findings of 16% of lessons which were judged Grade 1.
73. In the lessons where teaching was judged to be Grade 2, the good features include:
- clear lesson objectives that are shared with pupils;
 - initial teacher presentations that are purposeful and reinforce previous learning;
 - skilled questioning that enables pupils to explore issues in increasing depth and to develop their own ideas;
 - good behaviour management strategies including the effective use of praise and encouragement; and
 - effective use of plenary sessions to share the learning and review pupils' progress.
74. In the few lessons where teaching was judged to be Grade 3, although there are good features there are also shortcomings which include:
- tasks that do not offer pupils appropriate challenge; and

- a lack of pace to the teaching and learning which impacts on the amount of work produced by pupils.
75. Lessons are appropriately planned to ensure a good range of activities and in best practice there is a clear focus on developing pupils' key skills. The more able pupils, for example, are challenged in aspects of their work through extension activities but, overall, lesson planning does not ensure that tasks are consistently well matched to pupils' ages and current learning needs.
 76. A scrutiny of pupils' work indicates the overuse of worksheets, and in key stage 2, insufficient attention to consistently improving pupils' writing skills, including spelling and handwriting.
 77. Through on-going training, teachers are familiar with recent developments in primary teaching. They demonstrate a good understanding of the main requirements of the revised curriculum in key stage 2 and in developing the Foundation Phase.
 78. Teachers demonstrate good subject knowledge in the areas of learning and subjects inspected. Across the school, they use a range of teaching and learning methods and relevant resources that correspond well to the learning activities.
 79. Procedures to guide and support pupils are good. Teachers successfully challenge stereotypical images and views and all pupils are actively encouraged and supported to participate in the full range of activities provided.
 80. Throughout the school, teachers establish very good working relationships with pupils which facilitate effective learning. All pupils are treated equally, irrespective of age, gender or ability. Classroom support staff work diligently to support pupils' learning.
 81. Good features outweigh shortcomings in the development of pupils' bilingual competence. In the best practice, teachers make good use of incidental Welsh in lessons and in a range of class activities. However, practice is not consistent across the school. Teachers take good advantage of opportunities to develop the Cwricwlwm Cymreig within subjects such as history, art and religious education.
 82. Good features outweigh shortcomings in the quality of assessment, recording and reporting of pupils' progress. A range of appropriate assessment procedures has been introduced and in the best practice there is effective use of the information gathered to plan future learning.
 83. Procedures for assessment and recording comply with statutory requirements. Baseline assessment is undertaken correctly and national assessments are reported to parents at the end of both key stages. Assessment and reporting of the needs of pupils with SEN is appropriate.

84. Pupils' achievements and progress in the core subjects are assessed fairly and accurately. On-going teacher assessments and more formal assessments including the use of standardised tests assist the school in evaluating the progress of individuals and groups of pupils. The analysis of data identifies trends and aspects for attention; this is a developing feature.
85. Teachers work closely with the family of schools, including the secondary school, in developing assessment procedures and evaluating outcomes. This collaborative approach strengthens the moderation and standardisation of pupils' standards of achievement.
86. In key stage 1, pupils' work is marked regularly with positive comments and suggestions for improvement. The consistency and quality of marking is more variable in key stage 2. In the best practice, work is marked alongside the pupils which reflects the supportive ethos of the school. Overall, there is insufficient attention to identifying the next steps to assist pupils improve their work.
87. In key stage 1, individual targets are shared with the pupils and are regularly reviewed. In key stage 2, the setting of individual targets alongside pupils is at an early stage of development. Ensuring that learners understand the purpose of assessment and are involved in planning their own progress and improvement is an area appropriately identified by the school for further development.
88. Annual reports to parents comply with statutory requirements and are of good quality. They provide relevant information on pupils' individual achievements and identify areas for improvement. Parents have opportunities to comment on reports and to discuss them with the teachers. In addition to the open door policy, which is a good feature of school life, there is one formal occasion during the year when parents have the opportunity to discuss their children's progress with teachers.

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

Grade 2: Good features and no important shortcomings

89. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
90. The inspection confirms the good and outstanding features of provision that enrich pupils' learning experiences and promotes their personal development, but also identifies shortcomings in whole school planning to ensure progression and continuity in learning.
91. The school provides pupils with a broad and balanced curriculum which meets statutory requirements and is accessible to all pupils. Curriculum policies and schemes of work are in place for all subjects. These are currently being

reviewed and updated to take account of the new curriculum orders and the Skills' Framework.

92. The overall quality of provision for the under-fives is appropriate to their needs and the children make good progress towards the Foundation Phase outcomes. Planning is comprehensive and detailed, taking full account of the Foundation Phase Framework and allowing for a balance between adult-led and child-initiated activities. The children receive a wide range of learning opportunities, both indoors and outdoors, providing good coverage of the seven areas of learning.
93. The school's partnerships with parents, the community, other providers and interested parties are good with outstanding features. These partnerships enrich pupils' learning experiences and have a highly positive impact on the life and work of the school.
94. This is a community-focussed school. It is totally committed to the local community, supports a range of activities and readily welcomes visitors from a wide range of community groups and projects. This is an outstanding feature. Staff take full advantage of all of these links, and all that the community has to offer, to extend pupils' learning experiences in subjects such as science, history and religious education, and in the PSE programme. There is effective use of members from the community in working alongside the pupils. A good example is the collaborative project compiling a history of the village. Contributions by the local residents help bring studies alive for pupils of all ages.
95. Parents are supportive of the school and value the strong sense of community that it fosters. The Home School Association [HAS] makes an excellent contribution to the life and work of the school. It 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. Parents give freely of their time supporting school activities, accompanying pupils on educational visits and fund-raising for the school. Pupils, parents and the community are involved in developing the school grounds as an outdoor learning environment and take great pride in their achievements. Most parents have signed the home-school agreement.
96. The school receives substantial support from local businesses and industry both financially and by providing expertise to support pupils' studies in areas of the curriculum. They include links with a local garden centre, the oil refinery and the National Park; these links give pupils wider worthwhile learning experiences. National Park staff, for example, visit the school to talk to the pupils about their work and also collaborate with the school on a range of activities developing pupils' knowledge of their local environment.
97. A very successful partnership has been forged with the parish church. The clergy and parishioners hold the school in high regard and appreciate the contribution that staff and pupils make to the life and worship of the church community. Members work closely with the school on specific projects and also contribute extensively as volunteer helpers.

98. The school enjoys successful working partnerships with the local family of schools. Curriculum, pastoral and administrative links with the secondary school are developing well and help promote continuity of education as pupils move from key stage 2 to key stage 3. There are close and productive partnerships with several institutes of further and higher education and students regularly undertake placements at the school. They are well supported and make a positive contribution to the life of the school.
99. There is good use of educational visits to places of historical and cultural interest linked to curricular subjects. These include visits to Castell Henllys, Caerleon, Pembroke castle, Tenby museum and Pwllcrochan Nature Centre. Residential visits for older pupils are undertaken at the Water Sports Centre, which offer pupils a range of outdoor activities and further opportunities to develop self-confidence and independence.
100. Pupils gain good opportunities for new learning experiences through the lunchtime and after school clubs; these include cookery, engineering and LEGO clubs. Teachers and club leaders plan well to meet pupils' interests, and learning is tailored to their specific needs.
101. Provision for the development of key skills has good features which outweigh shortcomings. Teachers' weekly and daily planning provides good opportunities for pupils to use these skills in individual lessons. However, there is no formalised whole-school approach to promote their progressive development across the school.
102. The provision for the development of pupils' bilingual competence has good features which outweigh shortcomings. In the best practice, there is good use of incidental Welsh within lessons, during school activities and in class displays. However, this is not a consistent feature across the school. The Cwricwlwm Cymreig is suitably promoted through pupils' studies across the curriculum, visits to places such as St. David's Cathedral, St Fagan's, the National Botanical Gardens, and the annual celebration of St David's Day.
103. There are very good features to the provision to promote pupils' personal development, including their moral, social and cultural development. Relevant themes and topics are integrated within NC subjects and discussed during Circle Time. Sound moral messages are consistently introduced during the school day and effective inter-personal relationships are promoted by all members of staff. Pupils are offered good opportunities to take responsibility as members of the School Council, by co-working with teachers on developing the outdoor environment, and by contributing generally to aspects of school life.
104. Homework tasks are provided but in the pre-inspection meeting with parents and the questionnaires returned, a few parents would like more clarity about homework arrangements.
105. The school makes good provision for the development of pupils' entrepreneurial skills and provides pupils with effective work related education.

Pupils take part in enterprise schemes and have received awards in a county run Business Enterprise Initiative Project.

106. There are good features in the provision for education for sustainable development and global citizenship. The schools' provision for raising pupils' awareness of environmental issues is good and includes recycling and composting schemes, and specific projects based at the local centre for environmental studies. There is appropriate provision to make pupils aware of the needs of others through their studies and efforts to raise money for charities such as Water Aid in Africa, and Christian Aid.
107. The provision enables pupils to gain experiences across the curriculum which fosters a number of valuable skills for lifelong learning. The school also helps pupils to recognise how they can make a positive contribution to the community in which they live.

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

Grade 2: Good features and no important shortcomings

108. The findings of the inspection team do not match the Grade 1 judgement made by the school in its self-evaluation report. The inspection team identified outstanding features but also a few shortcomings in aspects of the provision.
109. The day-to-day care and support provided for pupils is of a high quality, and is a notable feature of the school's work. Teachers and support staff are well aware of pupils' individual needs and offer very good personal support and guidance. Parents express strong confidence in the care and guidance offered by the school.
110. Provision and practice reflects the school's total commitment to social inclusion and equal opportunities; this is an outstanding feature. The provision is underpinned by the strong Christian ethos which permeates all aspects of its work.
111. Appropriate consideration is given to the statutory framework for inclusion. As a result, pupils' personal and educational development is fostered in a happy and relaxed atmosphere where they feel secure, appreciated and trusted. The school ensures that all pupils have equal opportunities to participate in all lessons and extra curricular activities.
112. Close working partnerships have been forged with parents and carers; the school listens to them and takes into consideration their views and opinions. Parents are encouraged to attend open evenings once a year and staff often meet parents informally at the start and end of the school day where any concerns are discussed. A comprehensive termly school newsletter ensures that parents are informed about the provision for pupils' well being and the curriculum activities provided. The school brochure also gives parents a clear picture of the values and aims of the school.

113. The quality of induction is good. The younger pupils at the school settle in quickly and receive very good support from the staff and older pupils. Prospective pupils are encouraged to attend the school for visits prior to starting their education to familiarise themselves with the school, pupils and staff. The induction programme to the local secondary school is well-established and pupils partake in effective transition projects.
114. The School Council works effectively and operates according to current guidelines. It succeeds in developing pupils' personal and social skills by providing a good forum for them to work together to tackle issues that concern them. Councillors feel that the school listens to their views and is prepared to act upon their recommendations.
115. The provision for pupils' personal and social education meets current requirements and is a particular strength. It is interwoven effectively into the school curriculum and reflects the diversity of the society in which the pupils live. Lessons and Circle Time are particularly effective in consistently promoting personal values. Visits to the school by road safety, fire safety and lifeguard personnel highlight pupils' awareness of personal safety. Health and social-related topics are given good attention including sex education and drugs awareness. The school has effective links with specialist services such as the psychology service and behaviour support staff.
116. The school monitors attendance and punctuality carefully, and effective follow-up procedures are in place, including liaison with the Pupil Support Officer [PSO] from the education welfare service. The school complies with all attendance requirements set out in National Assembly for Wales [NAW] Circular 47/06, Inclusion and Pupil Support.
117. Class teachers monitor pupils' academic performance carefully, but the information gained is not consistently used to meet the learning needs of all pupils, including the more able pupils. The involvement of pupils in setting their own targets and planning their own progress is not yet fully developed.
118. Overall, the school effectively implements its policy and procedures to eliminate oppressive behaviour, including bullying, racial discrimination and other forms of harassment. The school functions well as a close community. Positive behaviour management is used effectively to reinforce good behaviour.
119. The school has established arrangements that contribute effectively to the well being of children. All staff have received first aid training. The school operates its health and safety policy and procedures, including risk assessment, with care. Nevertheless, the recording of some procedures is insufficiently formalised. For example, fire drills are carried out in the school but these are not formally recorded in the fire logbook.
120. Good features outweigh shortcomings in the provision for pupils with SEN. Pupils' additional needs are identified at an early age, and the SEN co-ordinator, class teachers and learning support staff work together effectively. They demonstrate commitment to pupils and celebrate their success through

positive reinforcement at all times. Nevertheless, given the high percentage of pupils with SEN, the methods used to monitor all aspects of provision are not always sufficiently rigorous.

121. All pupils with SEN have individual education plans that include realistic targets. Parents are consulted and have an opportunity to involve themselves fully in the review process. External support services are used well to provide further assessment and advice when needed. The designated governor for SEN works closely with the school and has a good understanding of the provision.
122. The SEN policy reinforces the need for teaching that is fully inclusive. Pupils are fully integrated into mainstream classes and gain full access to the NC. During many lessons, however, the provision for pupils with SEN does not focus sufficiently on their individual needs or ensure appropriately differentiated learning tasks on a consistent basis.
123. The learning support staff work closely with the class teacher and have a good knowledge of pupils' attitudes, aptitudes and attainment. They offer effective support in a caring and discreet manner particularly for pupils with a range of complex behavioural and emotional needs. They have received training in a few aspects of their work and in the best practice their skills are used effectively to provide more focused support for pupils, but this is not a consistent feature.
124. The school makes good efforts to promote healthy eating and a healthy lifestyle, and pupils respond positively to this. Pupils are encouraged to eat fresh fruit and healthy snacks in lunch boxes, and fresh water is readily available. There is good attention to promoting physical fitness through the curriculum and the extra curricular programme.
125. The school implements a clear policy and procedures relating to child protection. These conform to statutory requirements. Staff and governors have received training on the requirements and are aware of the protocols to follow should the need arise.
126. Pupils are taught to value and respect diversity. The key features of the school's racial awareness policy are evident in the day-to-day life of the school. The diversity of other faiths, cultures and values is promoted well through the curriculum and PSE.
127. Documentation, including a Disability Equality Scheme and accessibility plans meet statutory requirements. Provision is regularly reviewed by the governing body and reported upon in the governors' annual report to parents. The school building, excluding the new staff room, ensures appropriate access for disabled pupils and adults.

Leadership and Management

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

Grade 3: Good features outweigh shortcomings

128. The findings of the inspection team do not match the Grade 2 judgement made by the school in the self-evaluation report. The inspection team identified good features in the quality of leadership but also shortcomings in pupils' standards of achievement and progress in aspects of their learning. Therefore, a lower grade has been awarded to this key question.
129. The acting headteacher, who has been in post for two years, has a clear vision for the future development of the school. His leadership ensures that the school's explicit aims and values are clearly reflected in the day-to-day work of the school, where pupils, whatever their age, gender or ability, are treated with respect. Since his appointment, he has provided positive leadership in many areas including developing policies, improving the learning environment, and strengthening the school's role as a community school. Much work has been achieved but due to his absence, the programme to implement the new policies in full has been affected.
130. The staff work closely together and support one another effectively within a positive ethos.
131. The school takes appropriate account of local and national priorities. It is committed to initiatives such as the Healthy Schools Initiative and is making good progress in developing the Foundation Phase. There is evidence that these initiatives contribute well to developing pupils' learning. The school has gained the Basic Skills' Agency Quality Mark for the third time and it is beginning to plan for the implementation of the revised NC at key stage 2.
132. The school plays a full role in local priorities and partnerships. The collaborative approach to developing curriculum planning within the family of schools and the good links with the secondary school are good features.
133. The school has appropriate strategies for evaluating its general educational provision. The responsibilities of the subject leaders have been reviewed, but the planning to develop the role and make it more effective in raising standards has been limited.
134. The school successfully implements performance management procedures in line with statutory requirements. Outcomes include the setting of achievable personal targets linked to relevant training opportunities. Teachers are encouraged to undertake further professional development as a tool to enhance teaching and learning, and to further their career opportunities.
135. There are effective processes to set realistic targets for pupils at the end of key stages. NC assessment results are analysed to identify strengths and

weaknesses in conjunction with the school's own assessment procedures. Pupils achieve and often exceed their personal targets.

136. The governing body meets regularly and fulfils its regulatory and legal responsibilities. School policies and documentation give appropriate attention to statutory requirements and there are suitable procedures in place for dealing with appeals and complaints.
137. The governing body makes a good contribution to the strategic management of the school. It brings together a wide range of expertise and a deep commitment to the aims and values of the school. It is very well led by an experienced governor who offers the school highly effective support. This role has been particularly important during the acting headteacher's absence.
138. Members of the governing body are well informed about school life through written and oral reports provided by the acting headteacher, including an analysis of assessment information. Individual governors do not undertake specific subject responsibilities but many regularly visit the school to meet with relevant staff or to contribute to curricular activities. One governor works extensively in the school as a highly valued volunteer helper. Following the visits, individual governors provide feedback to the full governing body. A draft protocol and programme has been prepared to develop members' monitoring role further.

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

Grade 3: Good features outweigh shortcomings

139. The findings of the inspection team do not match the Grade 2 judgement made by the school in its self-evaluation report. The inspection identified good features in aspects of forward planning and in the quality of the school's self-evaluation report, but it also identified important shortcomings in the school's self-evaluation procedures.
140. The acting headteacher, governors and staff are committed to raising standards and to improving the quality of the educational provision. Recently, the self-evaluation policy and programme has been updated for consideration by the governing body. It includes relevant details on developing self-evaluation further including extending the roles of pupils, parents and governors in the process.
141. Overall, the school takes good account of the views of staff and governors and makes appropriate provision for UA input. The School Council provides an opportunity for pupils to influence issues affecting their daily lives at school. There are no formal procedures to seek the views of parents other than through their representatives on the governing body
142. The acting headteacher and staff use a number of appropriate strategies to gather evidence about the school's performance, including an audit of aspects

of provision, and some observation of teaching and learning. Appropriate use is made of the information collected to make improvements in aspects of provision, such as ICT and physical education. Overall, the self-evaluation programme does not focus sufficiently on collecting first hand information on the quality of learning and the standards pupils achieve.

143. Subject responsibilities are shared amongst staff and a few have recently been reallocated. In a few subjects and aspects of provision, audits of provision have been undertaken. They are detailed and identify strengths and the ways forward. Nevertheless, the monitoring of aspects of provision for pupils with SEN lacks sufficient structure.
144. The staff have a thorough knowledge of their pupils' overall development and use regular staff meetings to share information and to identify needs. The school's analyses of pupil performance in relation to standardised tests and assessments contribute appropriately to this process. In the best practice, teachers evaluate lessons, identify future learning needs and use the information well to guide future planning.
145. Planning for improvement is good in many aspects of provision. The SDP sets the strategic direction of the school. It identifies relevant targets and expected outcomes, notes individual responsibilities and earmarks resources to support the developments. There is good evidence that actions taken by the school have led to improvements such as the improvements to the internal and external learning environment and the introduction of the Foundation Phase.
146. The self-evaluation report produced by the school prior to the inspection is a comprehensive and detailed document. It is appropriately based on the inspection framework, celebrates the school's strengths and identifies areas for development.
147. The inspection team agreed with the school's judgements in four of the seven key questions. A lower grade has been awarded to the other three key questions. The team considers the provision in these questions to have good features but also important shortcomings in specific aspects.
148. The school has made good progress in addressing many of the key issues identified in the previous inspection report. Standards have improved in science and physical education, additional curricular resources have been acquired, the contents of the school prospectus and the annual report to parents now meet statutory requirements. Significant improvements have been made to the internal and external environment of the school. Aspects relating to the development of assessment and monitoring procedures, however, have not been addressed fully.

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

Grade 2: Good features and no important shortcomings

149. The findings of the inspection team match the school's judgement in its self-evaluation report. The inspection team identified many good features in the efficient management of resources including significant improvements to the learning facilities and resources for staff and pupils. These developments contribute to raising pupils' skills in aspects of the curriculum.
150. The school has sufficient teaching staff for the number of pupils on roll. Teachers have the appropriate qualifications and a good range of subject expertise to deliver the curriculum. During the inspection period, a very experienced supply teacher taught the key stage 2 class. Good use is made of the subject expertise of part-time teachers to teach music and physical education across the key stages.
151. The learning support assistants make a substantial contribution to pupils' learning. In both key stages, they offer general support to all pupils during lessons and activities, as well as working alongside pupils identified as having SEN. A very experienced member of staff makes an important contribution as cook, caretaker and school administrator.
152. The school has responded well to the requirements of workforce remodelling. Statutory requirements are met, and resources are managed efficiently. There are appropriate arrangements to reduce teachers' administrative and clerical tasks. Teachers are provided with planning, preparation and assessment (PPA) time in line with statutory requirements for reducing their workload. This is achieved through the use of the part time members of staff. This arrangement has contributed well to improving standards in specific subjects.
153. Teachers and learning support assistants take advantage of a good range of training opportunities to extend their expertise. Volunteers and visitors to the school are also used well to support the teachers. All staff, governors and volunteers are Criminal Records Bureau checked.
154. Learners have access to a good range of materials and resources which have been updated in recent years. They include new computers. The Home-School Association has assisted with the purchase of many useful resources and equipment. Resources from within the community are also used well to enable pupils to benefit from direct experiences. The school is adept at seeking additional funding from a wide variety of sources. The contributions from local businesses, such as the local oil refinery, are valued and used productively to provide additional learning resources for pupils.
155. The accommodation is well maintained and provides a welcoming environment for pupils, staff and visitors. The renovation, rewiring and refurbishment of the main building and portacabin have enhanced the learning environment by improving the workspace available for the pupils. Effective use is made of the large classroom for collective worship and there is also good use of the village

hall for physical education lessons. The provision of a grass area and other external developments has extended the opportunities for recreational activities.

156. The school budget is managed efficiently. Spending decisions at the school are appropriately linked to its plans for development. The governing body play an integral role in setting and monitoring the budget and ensure that resources are used effectively. The most recent auditor's report made a few minor recommendations, which have now been addressed. Overall, the school provides value for money.

Standards achieved in subjects and areas of learning

English

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

Key Stage 2: Grade 3: Good features outweigh shortcomings

Good features

157. In key stage 1, most pupils listen attentively and talk for a range of purposes. They communicate with growing confidence, and many can retell a story in a logical sequence. They develop a good vocabulary through discussing stories and poetry and respond well to teachers' questions. Their skills in predicting events when listening to stories and observing illustrations are good.
158. In key stage 1, most pupils' reading skills develop well. Their reading of simple texts shows a good understanding of the content and they make effective use of expression and intonation to enhance meaning. Older pupils can identify the authors and understand that stories have text and illustrations.
159. In key stage 1, pupils' writing skills develop well. They can use the alphabet to locate words in a dictionary in order to assist them with their spelling. Older key stage one pupils write extended sentences using punctuation accurately. They communicate ideas well with a good awareness of purpose in their instructional writing and personal news. Their choice of adjectives and similes show a good awareness of how language can be used for effect.
160. In key stage 2, the speaking and listening skills of most pupils are good. More able pupils can develop sensible arguments and support their views with reasoned judgements, for example, when discussing the School Council. A few pupils express themselves confidently and make effective use of an increasingly extended vocabulary.
161. Key stage 2 pupils' reading skills are good overall. More able readers read with interest, understanding and expression. A few pupils can discuss well their reading preferences in terms of genre and authors. They understand the difference between fiction and non-fiction. In the best work, pupils make good

use of the knowledge gained from reading poetry to develop their understanding of grammatical vocabulary and rhyme schemes.

162. In key stage 2, pupils write for a range of purposes. Most pupils write evaluative comments as a follow up to a class visit and express their opinions clearly in the form of interesting reviews. They understand the type of language that can be used to generate atmosphere and mystery in a story and use similes well to enhance their work when writing poems. Most pupils use punctuation and paragraphing accurately overall.

Shortcomings

163. Key stage 2 pupils do not read and respond sufficiently to a wide range of literary texts by well-known children's authors, including texts from different cultures.
164. In key stage 2, more able pupils' ability to write in an extended manner and in a broad range of styles for different audiences is underdeveloped.
165. In key stage 2, a few pupils' work is hampered by shortcomings in spelling and the quality of handwriting.

Welsh second language

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

Key Stage 2: Grade 3: Good features outweigh shortcomings

Good features

166. Across the school, pupils display very good attitudes and enthusiasm in Welsh lessons. Most pupils understand and respond accurately to greetings and instructions.
167. In key stage 1, pupils listen well to teacher presentations and stories. They answer questions readily using familiar speech patterns and a secure working vocabulary. Their pronunciation is good.
168. In key stage 1, most pupils understand and answer questions accurately about themselves and the weather. They can count in Welsh and name basic colours. They know a range of Welsh songs and rhymes which they sing well. Older pupils can create effective dialogues of questions and answers in role-play situations.
169. Older key stage 1 pupils can read their class book reasonably accurately. They can identify the characters and describe them simply. Most pupils can read familiar captions correctly. They use their ICT skills well to record and illustrate sentences.

170. In key stage 2, most pupils understand the basic sentence patterns, phrases and vocabulary used during the lessons and use them reasonably accurately to respond to questions. A few pupils respond confidently using familiar vocabulary when answering questions about themselves.
171. In key stage 2, many pupils can read familiar captions and simple sentences correctly. They can record information about the weather, their feelings and different places using the basic vocabulary and patterns provided with reasonable accuracy.

Shortcomings

172. In key stage 2, pupils demonstrate an insufficient grasp of a range of language patterns and vocabulary to communicate confidently during lesson activities.
173. The independent reading and writing skills of key stage 2 pupils are limited.

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

174. In key stage 1, pupils know the difference between living and non-living things. They can name parts of the body correctly and they know the main characteristics and functions of their senses. They have a good awareness of healthy food and the importance of a balanced diet.
175. In their study of living things, key stage 1 pupils have a good knowledge of the growth of humans, animals and plants. Older pupils can discuss well the life-cycles of a number of animals and insects. They can name the different parts of a plant, and through their investigations they know that they need light and water to grow.
176. In key stage 1, pupils have a good knowledge of the properties of different materials and sort them accurately into sets according to different criteria. They apply effective prediction and research skills as they investigate which types of materials are best for making a raincoat. Most pupils have a good understanding of the process of change through investigating changes in food and materials as a result of heating or cooling.
177. Older key stage 1 pupils draw accurate conclusions from their observations and investigations. More able pupils present their results clearly in the form of graphs, tables and writing. They have a good awareness of the requirements of fair testing.
178. In key stage 2, pupils demonstrate a good knowledge of materials and sort them accurately according to properties including their use as conductors or insulators of electricity. They recognise the differences between solids, liquids

and gases and understand that some processes of change can be reversed whilst others are irreversible. They understand well the concept of friction as they investigate the restrictions on movement of different types of surfaces.

179. All pupils in key stage 2 understand the requirements for a healthy lifestyle and the importance of eating healthy foods, exercise and rest.
180. Most key stage 2 pupils have a good awareness of what is required in order to undertake a fair test and they make sensible predictions of possible results of their investigations. More able pupils undertake investigations effectively and they can discuss and record their observations well using labelled diagrams, notes, graphs and tables.

Shortcomings

181. In key stage 2, a few pupils' investigative skills are insufficiently secure when working independently on a task.

History

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

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

Good features

182. In key stage 1, pupils have a good awareness of the concept of the past and present. When discussing holidays, older pupils can meaningfully compare holidays past and present referring to transport, location, clothes and leisure activities. They make correct use of words and phrases relating to the passage of time.
183. In key stage 1, pupils use photographs and pictures confidently to sequence events and more able pupils understand well how change happens in different contexts. They can discuss knowledgably how they have changed since birth and how clothing for children has changed over time.
184. In key stage 1, pupils record their observations appropriately in different ways, including written and pictorial forms.
185. In key stage 2, pupils are aware that there is a range of sources that inform us about the past including documents, books and historical sites. They demonstrate a good understanding of the past when recalling visits to places of historical significance, such as Pembroke Castle. Following a visit to Caerleon, for example, they can describe well the purpose of the amphitheatre, the barracks and the bathhouse.
186. In key stage 2, pupils have a good knowledge of the Celts. Through their studies and their visit to Castell Henllys, they can describe their way of life in detail. Pupils also show a good understanding of aspects of everyday life

during the Victorian Era particularly the experiences of children during this period.

187. Most pupils in key stage 2 have a good awareness of the key features of the history of their village. In their studies, they make good use of primary source material, such as census returns, school logbooks and old photographs, to gather relevant information. They also develop their enquiry skills to assist them with their investigations. They compile questionnaires, forming their own historical questions, and conduct interviews to acquire oral evidence. They construct an interesting time-line of significant events in the history of the village linked to the aspects studied.
188. In the best work, pupils make good use of ICT to enhance their learning. They have scripted, filmed and edited their study of the history of the local village to produce an effective DVD.

Shortcomings

189. In key stage 2, a few pupils demonstrate an insecure understanding of the chronological order of the periods they have studied.

Art and Design

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

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

Good features

190. In key stage 1, pupils show confidence in their use of different media such as crayons, pastels, chalk and charcoal. When sketching daffodils, for example, they use their observational skills well and display very skilled touches when using tools to create light and shade.
191. Pupils in key stage 1 are familiar with the work of Welsh artist Siani Rhys James and can discuss effectively the main features of her style and work. They use their understanding of symmetry well to create simple portraits paying good attention to detail and recognisable features.
192. Key stage 1 pupils have a good awareness of pattern and explore well the different examples around the school. They make effective rubbings based on different surfaces. For example, following a visit to Pembroke Castle they produce interesting brass rubbings.
193. Key stage 1 pupils show increasing confidence when exploring a range of natural materials and natural sculpture from the nearby beach. Pupils look at examples of sculptures by Sally Matthews and Barbara Hepworth, for example, and use colours and textures well when painting their own beach collection of rocks and pebbles, or when using clay as a medium.

194. Older key stage 1 pupils have a good awareness of line, shape and texture which they demonstrate well when using different seeds and pulses to create textural images on the theme of harvest, and a detailed study of leaves.
195. In key stage 2, pupils use their imagination effectively to produce interesting paintings inspired by the text of a novel by Melvin Burgess. They also use a range of media well to produce 3D sculptured models of a character from the novel.
196. Following a study of the work of David Hockney, key stage 2 pupils can draw characters well to portray the different relationships between people. They convey facial expressions well and understand that tone and shade can create form and perspective. They discuss their initial ideas, methods and approaches confidently. They also discuss their completed sketches well, describing how the figures are related and what pose best reflects this.
197. Based on the work of Welsh artist Allan Storer, most key stage 2 pupils use their ICT skills well to produce attractive pictures which capture the energy and movement of rugby players.

Shortcomings

198. There are no important shortcomings.

Physical 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

199. In key stage 1, pupils understand the benefits of warm up and cool down activities prior to and following energetic activities.
200. Key stage 2 pupils understand the effect of health, fitness and well-being activities on their physical development. When warming up and cooling down they know the basic physiology of pulse and heart rate. They monitor and use their thinking skills well to explain the short-term effects of exercise on the body and the benefits of regular exercise and a healthy diet for a healthy lifestyle.
201. Across the school, pupils have a secure appreciation of the need to work safely during lessons and show good spatial awareness.
202. Key stage 1 pupils move confidently and exhibit good body control and accuracy when using the under arm technique to throw beanbags into hoops at different distances. Their ball handling skills develop well and are progressing from throwing a distance to throwing and catching with accuracy.

203. Pupils in key stage 2 work hard when undertaking their activities and most pupils listen and respond accurately to instructions given by the teacher. They demonstrate good movement skills across a range of activities such as running, walking and stretching in response to specific stimuli. They participate well and follow the rules which apply to the activities. Most pupils can evaluate their own performance and that of others well.

Shortcomings

204. In key stage 2, the ability of a few pupils to listen carefully to instructions and to evaluate their own performance is insufficiently developed.

School's response to the inspection

205. The staff and governors of Angle VC School are grateful to the inspection team for the very thorough and professional manner in which the inspection process was conducted at a particularly difficult time.

206. We welcome the many positive features presented in the report and acknowledge the recommendations suggested to develop the school further. We will endeavour to work closely to implement the issues identified as needing improvement, as to further strengthen the provision for our pupils.

Appendix 1

Basic information about the school

Name of school	Angle V.C. School
School type	Primary inc Foundation Phase
Age-range of pupils	3-11
Address of school	Angle Village Pembroke Pembrokeshire
Postcode	SA71 1AT
Telephone number	01646641393

Headteacher	Mr G Doney (Acting)
Date of appointment	January 2007
Chair of governors/ Appropriate authority	Mrs R Allen-Mirehouse
Registered inspector	Miss D Morris
Dates of inspection	16-18 March, 2009

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	2	5	2	4	8	2	7	4	34

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	2	2	2.2

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	15.4:1
Pupil: adult (fte) ratio in nursery classes	-
Pupil: adult (fte) ratio in special classes	-
Average class size, excluding nursery and special classes	17
Teacher (fte): class ratio	1.1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Spring 08	-	98%	93%
Summer 08	-	97%	97%
Autumn 08	-	97%	96%

Percentage of pupils entitled to free school meals	25%
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 2008	Number of pupils in Y2	8
As the number of pupils eligible for assessment at the end of key stage 1 was greater than four but fewer than 10, overall performance indicators only are included		

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	88%	In Wales	80.7%

D Pupils who have been disapplied from the statutory arrangements
W Pupils who are working towards level 1

National Curriculum Assessment Results

End of key stage 2:

As there were fewer than five pupils assessed at the end of KS2, no summary of National Curriculum assessment information is included in this report, to avoid identifying individual pupils.

Appendix 4

Evidence base of the inspection

Three inspectors spent the equivalent of six inspection days at the school and met as a team prior to the inspection. There was no school nominee or peer assessor.

These inspectors visited:

- Thirteen lessons, as well as parts of learning sessions; and
- registration sessions, assemblies and acts of collective worship.

Members of the inspection team held meetings with:

- staff, governors and parents before the inspection;
- senior managers, teachers and support and administrative staff;
- the School Council; and
- representatives of organisations linked with the school.

The team also considered:

- the school's self-evaluation report;
- Fifteen responses to the parents' questionnaire of which 88% agree or strongly agree with the eleven listed aspects of the life and work of the school;
- documents provided by the school both before and during the inspection;
- a wide range of pupils' previous and current work; and
- samples of pupils' reports.

Following the inspection, the team held meetings with the headteacher, staff and governors.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Miss Dorothy Morris Registered Inspector	Context, Summary, Recommendations, Appendices Key Questions 1, 2, 5 and 6 Science, Welsh second language, history
Mrs Audrey Evans Team Inspector	Key Questions 3, 4 and 7 English, art, physical education
Mrs Janet Warr Lay Inspector	Contributions to key questions 1, 2, 3, 4 and 7

Acknowledgement

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

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