

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

**BROAD HAVEN PRIMARY SCHOOL
WEBB'S HILL
BROAD HAVEN
HAVERFORDWEST
PEMBROKESHIRE
SA62 3JT**

SCHOOL NUMBER: 668/2271

DATE OF INSPECTION: 8TH – 10TH MARCH 2004

BY

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REGISTERED INSPECTOR: W263/78379

DATE: 28TH APRIL 2004

UNDER ESTYN CONTRACT NUMBER: C/T/164/03P

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CURRICULUM NOMENCLATURE AND KEY STAGES

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

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

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

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

GRADE DESCRIPTIONS

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

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

LIST OF ACRONYMS USED IN THE REPORT IN ALPHABETICAL ORDER :

ACCAC	-	Awdurdod Cymwysterau Cwricwlwm ac Asesu Cymru (The Qualifications, Curriculum and Assessment Authority for Wales)
AT	-	Attainment Target
CoP	-	Code of Practice
GB-		Governing Body
ICT	-	Information and Communications Technology
IEP	-	Individual Education Plan
INSET	-	In-Service Education and Training
KS	-	Key Stage
LEA	-	Local Education Authority
LSA	-	Learning Support Assistant
NAfW	-	National Assembly for Wales
NC	-	National Curriculum
NNEB	-	National Nursery Education Board
PSE	-	Personal and Social Education
PTA	-	Parent-Teacher Association
SDP	-	School Development Plan
SEN	-	Special Educational Needs
SENCO	-	Special Educational Needs Co-ordinator
SMT	-	Senior Management Team
Y	-	Year

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PART 2: THE INSPECTION SCHEDULE

1. CONTEXT

The school and its priorities

Broad Haven School is situated in the village of Broad Haven near Haverfordwest. It caters for the Broad Haven, Little Haven Hasgurd and Walwyn Castle area. The school notes that 50% of the residential areas from where the pupils are drawn are neither prosperous nor economically disadvantaged, that 25% are relatively prosperous and that the remaining 25% are economically disadvantaged areas. Around 6% of pupils are registered as being entitled to free school meals.

The school caters for pupils between four and eleven years of age. At this point in time there are 113 pupils on roll. Nineteen pupils are registered as having special educational needs (SEN) including one statemented pupil who has NC disapplications.

The school's motto is – "Nid da lle gellir gwell."

The school's mission statement refers to "a duty to secure education suited to each pupil's age, ability, aptitude" and that "what is taught in the school and the way in which it is taught should help all children realise their potential to the fullest possible extent intellectually, physically, emotionally and socially". (1944 Education Act).

The school's aims are to:

- enlarge and develop the child's knowledge, experience and skills so that he/she can become a valuable contributor to society;
- ensure that children know how to behave with care, courtesy, good manners and are respectful of property;
- develop cooperative children who are happy, cheerful, enthusiastic, keen on school and eager to succeed;
- stimulate the emotional and social development of the children so that they will be able to realise their maximum potential;
- create an awareness of, and a desire for, the spiritual dimensions of life by giving the children knowledge of religions, particular Christianity;
- encourage pupils to take care of and have pride in their local environment with particular emphasis on sustainability;
- give pupils opportunities, where appropriate, to develop and apply knowledge and understanding of the cultural, economic, environmental, historic and linguistic characteristics of Wales.

The school's main priorities for the present academic year:

- completing the revision and updating the Teachers Handbook by updating policies for PE and DT,
- implementing the Early Years Numeracy project;
- continuing the monitoring of teaching and learning in all subject areas with specific

- emphasis on English and handwriting;
- improving performance in Numeracy and Literacy in Years 4 and 5; further developing ICT provision by focusing on the use of the whiteboard and increasing resources;
- further developing SEN provision by reviewing (the school's current) position, monitoring individual education plans (IEPs) and reviewing staffing (levels) ;
- completing stage 1 of the Health Promoting Schools Project;
- continuing to develop performance management;
- continuing to monitor financial performance;
- continuing to monitor the INSET programme;
- completing the updating of job descriptions;
- developing the curriculum co-ordinator's role with particular reference to the observation of lessons;
- developing assessment strategies for the foundation subjects;
- setting up a school's council.

The school gained a second Basic Skills Quality Mark in 2002 – 3 and was last inspected during the Summer Term 1997.

2. MAIN FINDINGS

The main findings of the report

Broad Haven Primary School promotes a warm, caring family atmosphere where pupils feel secure and valued. Relationships within the school are of a high standard and pupils' behaviour is good. The school has strong links with the local community.

The overall quality of educational provision for the under-fives is appropriate to their needs and they make good progress towards the Desirable Outcomes for Children's Learning. Standards of achievement in the reception class are as follows:

Language, Literacy and Communication Skills	Good
Personal and Social Development	Good
Mathematical Development	Good
Knowledge and Understanding of the World	Good
Physical Development	Satisfactory
Creative Development	Good

- Overall, standards of achievement, across the school are satisfactory or better in 93% of the work seen of which around 3% are very good, about 62% are good and approximately 28% are satisfactory. Standards are unsatisfactory in around 7% of sessions.

- In KS1 and KS2, pupils' standards of achievement in the NC and RE are as follows:

	KS1	KS2
English	Good	Good
Welsh 2 nd Lang.)	Good	Very Good
Mathematics	Good	Satisfactory
Science	Good	Satisfactory
Design and Technology	Satisfactory	Unsatisfactory
Information Technology	Satisfactory	Satisfactory
History	Good	Good
Geography	Good	Satisfactory
Art	Good	Good
Music	Good	Satisfactory
Physical Education	Satisfactory	Satisfactory
Religious Education	Good	Good

- Pupils' moral and social development is good and their spiritual and cultural development is satisfactory. The school successfully promotes a warm, caring, family atmosphere. There is a strong community spirit and the quality of relationships is good. Pupils have a good sense of right and wrong and are encouraged to be honest and truthful. Acts of collective worship make a positive contribution to school life as they focus very effectively on positive values and attitudes. Opportunities during assemblies and in other areas of the curriculum for quiet reflection are more limited.
- There are good links with the community. Pupils are aware of their environmental responsibilities and participate in a wide range of fund raising activities. Older pupils take appropriate responsibilities and duties seriously and act responsibly. The School's Council initiative is developing well. The language, culture and heritage of Wales is well promoted. While they focus well on the concept of racial equality, pupil's knowledge and understanding of cultural diversity is more limited.
- Pupils' behaviour and attitudes to work are good. In classes, pupils are enthusiastic and where teaching standards are high, pupils' discipline is often very good. In play and in less formal situations pupils are friendly and co-operate well. They show respect to teachers and other adults and are courteous to visitors. While there are strategies to deal with incidences of bullying, there is no formal policy in place. No incidences of bullying were seen during the inspection and no pupil has been excluded in the last three school terms.
- Over the last three school terms pupils' attendance is satisfactory. The school makes regular efforts to encourage parents to maintain and raise standards of attendance and to provide prompt explanation for any absences. Generally pupils' punctuality is good. Registration does not take place until after the morning assembly. The school registers were correct and generally comply with statutory requirements.
- Across the school the quality of teaching is satisfactory or better in 92% of lessons seen including around 9% which are very good, about 62% which are good and approximately 21% which are satisfactory. Teaching is unsatisfactory in around 8% of lessons.

Relationships between pupils and teachers are good. While teachers have good subject knowledge in relation to the majority of subjects, there are shortcomings in some areas. Support staff make an effective contribution to the quality of provision. Where teaching is good, planning for pupils of different ages and abilities is effective and the structure and organisation of lessons are good. Teachers maintain pupils' interest very effectively. Lessons move along at a lively pace and pupils sustain concentration well. In some of the less effective and unsatisfactory sessions, planning is not effective, the focus on differentiated activities is underdeveloped, lessons do not develop at an appropriate pace, the organisation of group work is ineffective and pupils do not maintain their concentration. In some of these sessions expectations of learning outcomes are much less ambitious.

- Assessment, recording and reporting are satisfactory overall. The school has a revised assessment policy and effective use is made of evidence from tests to set targets. Strategies for assessment and recording for the under fives and pupils with SEN are good. In KS1 and KS2, marking does not always identify ways forward for pupils and assessment information does not inform planning in a sufficiently rigorous manner. Although procedures for the recording are appropriate in the core areas, there are no formal strategies in place for assessment and recording in foundation subjects. Written reports to parents are informative and identify ways forward. Parents have opportunities to discuss progress and targets mid-way through the academic year and discuss the contents of written reports at the end of the school year.
- The quality and organisation of the curriculum is satisfactory. Overall it is broad, balanced and relevant. For the under-fives it is appropriate to their needs. In KS1 and KS2, there are clear whole-school policies and for most part useful schemes of work for all subjects. Pupils have equal access to the curriculum. In a number of foundation subjects however, medium term planning is insufficient and does not ensure parity of experiences for pupils of the same age in different classes. Short term planning does not consistently focus on the range of ages and individual needs. Whole-school planning strategies for development of key skills is at an early stage of development. PSE experiences are being developed effectively as part of the Health Education programme. Policies of good quality are in place for a number of other areas of school life, including equal opportunities and racial equality and good use is made of the local community and visits and visitors. While the curriculum Cymreig is effectively addressed, opportunities for pupils to develop a wider cultural awareness are more limited. Homework is set on a regular basis and the focus for most part is appropriate. A limited number of extra-curricular activities are offered in the fields of art and games.
- Overall, support and guidance and welfare throughout the school is good. Pupils work and play in a caring and supportive environment where they feel secure and valued. Head and staff know pupils well. Two members of the support staff have up dated certificates in First Aid. Procedures for dealing with child protection issues are being further developed to ensure that they comply with statutory requirements. Fire drills are held on a regular basis.
- The quality of provision for pupils with SEN is good; pupils make good progress towards the targets set in their IEPs. The Code of Practice for SEN is implemented well and the SENCO performs her duties effectively. Effective strategies are in place to identify pupils with SEN early. For the most part appropriate support is provided for pupils at school

action and school action plus stages. The use and deployment of LSAs in the school is a strength. The LSA employed in helping the statemented pupil makes a very valuable contribution. IEPs are detailed and regularly reviewed and parents are encouraged to discuss their child's progress. Links with outside agencies are effective.

- The overall quality of partnerships with parents, community, schools and other institutions is good. The school provides parents with good information. Parents evenings are held twice a year. A number help in the school and The Friends Association raises money and forms a valuable link between the school and its community. The quality of the partnership with the local community and the contribution this makes to pupils' overall development is very good. The school forms an integral part of the village community and its shares facilities with the village hall and a local chapel. There has been a strengthening of the partnership with the high school and links with other school are satisfactory. Appropriate links are in place with colleges and the LEA.
- The quality of the partnership with industry is generally good and an obvious effort has been made to involve the school in the world of work. The school has a policy which is suitable and effective. Local businesses support school fund raising efforts by giving prizes and a local coach company has provided regular sponsorship.
- The quality of self-evaluation and planning for improvement is satisfactory. The school has appropriate procedures to evaluate pupils' attainment. The monitoring role of subject co-ordinators is at an early stage of development. The SDP sets a wide ranging agenda and targets for improvements which are appropriate to the school's needs but the process of assessing the extent to which they are being achieved is less rigorous. There is also some unnecessary repetition in focus from the first year to the second year of the planning cycle. Overall, appropriate use is made of national and county data in order to compare aspects of the school's performance against other schools.
- The overall quality of leadership and efficiency is satisfactory. The head, well supported by the deputy head and staff provides effective leadership in relation to the creation of a positive ethos and in ensuring good behaviour, equality of opportunity and the general well being of pupils. The contribution of the SMT to school development is satisfactory. Performance management strategies are in place. The GB is supportive, its members are becoming more involved in curriculum issues and contribute well to financial management. Their contribution to self evaluation and development issues is in the process of being further developed. The financial management of the school is effective. Day-to-day arrangements are managed very well with the effective support of two part-time administrative assistants.
- Staffing, accommodation and learning resources are satisfactory overall There are high numbers of mixed aged pupils in three classes and best use of staff is not made during periods when the head is teaching. Teachers have appropriate job descriptions and attend a goods range of in-service courses. There is, however, no effective procedure for sharing features of good teaching. LSAs make a valuable contribution to pupils' learning. Accommodation is satisfactory overall. Wall displays are of a high standard and make an important contribution to the promotion of a positive learning ethos. The school is maintained at a high level of cleanliness. Learning materials and resources are appropriate overall; for most part satisfactory use is made of them.

- Progress in addressing the key issues of the last inspection has been satisfactory overall.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

Overall, standards of achievement, across the school, are satisfactory or better in 93% of the work seen of which around 3% are very good, about 62% are good and approximately 28% are satisfactory. Standards are unsatisfactory in around 7% of sessions

- In early years, standards are at least satisfactory in all sessions and good in around 78%.
- In KS1 standards are good in about 80% of lessons observed and satisfactory in around 20%. In KS1, standards of achievement are good in English, mathematics, science, Welsh as a second language, history, geography art, music and religious education. They are satisfactory in design and technology, information technology and physical education.
- In KS2 standards of achievement are very good in around 5% of lessons observed, good in about 50%, satisfactory in approximately 35% and unsatisfactory in about 10%. Standards are very good Welsh as a second language and good in English, history, art and religious education. They are satisfactory in mathematics, science, information technology, geography music and physical education. Standards are unsatisfactory in design and technology.
- End of key stage Teacher Assessment results for KS1 in 2003, show that 89% of pupils achieved the core subjects' indicator, a percentage which is 9% above the national figure. In English the school's percentage figure was well above the national figure for writing and speaking and listening but slightly below for reading. In mathematics the school percentage figure was slightly above for mathematics and well above for science. While the percentages of pupils achieving level 3 were above national figures for writing, speaking and listening, they were below for reading. The schools' percentage figures for those achieving level three were slightly below the national figure for science and well below for mathematics.
- End of KS2 test results for 2003, show that the school figure of 73.6% for those achieving the core subjects' indicator is over 5% above the national figure. The percentages show that the school figures are well above national figures for English and approximately in line for mathematics and science. When the percentages of those achieving level five is considered, the school figures are well below the national figures for English and mathematics and considerably lower for science.

3.2 Standards Achieved in Key Skills across the Curriculum

Standards and progress made by children under five years of age in key skills across the areas of learning are good. In KS1 and KS2, standards are good in speaking and listening, and in the use of ICT. Standards in reading, writing and in application of number are satisfactory.

- Children under five make good progress in developing early skills of literacy numeracy and ICT. They know how books work, count with increasing accuracy and use ICT equipment very well to support their learning.

- In KS1 and KS2, pupils contribute well to whole-class discussions in a range of subjects. The majority develop well as confident speakers and use a good vocabulary. Where teaching engages pupils' interest, they listen attentively and show a good understanding of what they have heard. When opportunities are provided for them to work in small groups, they listen effectively to their peers. At appropriate levels, pupils across the school make extended contributions to discussions in a range of curriculum areas.
- The majority of pupils across the school develop good higher reading skills in English and pupils at the end of the school begin to apply these skills in their individual project work. For most part, throughout the school, opportunities for library based work and the use of research and information gathering skills in a range of subjects are more limited.
- Across the school, pupils demonstrate good extended writing skills in history and to a lesser degree in geography and religious education. Opportunities to make good use of these skills and to write for a range of purposes in other subjects are more limited.
- In KS1 and lower KS2, pupils begin to use number patterns and relationships to make calculations. Pupils at the upper end of KS2 record data in tables and present their results in a variety of graphs. Numeracy skills are not however effectively applied in practical subjects such as design and technology and science.
- Pupils show good levels of confidence and competence in using a range of ICT applications. KS1 pupils skilfully operate a graphics program and both enter and manipulate text. KS2 pupils operate CD-ROM, access selected internet sites to gather information in various subjects and use data handling packages to good effect. Pupils in both key stages and especially in Y5 and Y6 use a variety of programs to enhance their work in Welsh.

4. ETHOS OF THE SCHOOL

4.1 Pupils' Spiritual, Moral, Social and Cultural Development

Pupils' moral and social development is good and their spiritual and cultural development is satisfactory.

- The school successfully promotes a warm, caring, family atmosphere. Community spirit and the quality of relationships are good. Staff provide good role models and pupils are encouraged to be thoughtful and considerate towards each other. They show respect and courtesy towards adults, including visitors.
- Pupils are encouraged to display a good sense of right and wrong and to be honest and truthful. This is apparent in informal contact around the school and in more formally structured lessons including PSE and religious education.
- The caring ethos of the school positively encourages respect for the environment. Pupils display a good awareness of the needs of those less fortunate and enjoy participating in fund raising activities for a wide range of charities. Links with the community are good.
- Collective worship makes a positive contribution to school life. Strong links with the

local church and chapel and regular visits from the clergy help promote spiritual, moral and social development as they focus effectively on positive values and attitudes. Music, singing and the celebration of pupils' achievements are used well to enhance these occasions. Pupils are not, however, given sufficient opportunity during assemblies and in other areas of the curriculum to reflect upon issues of spiritual awareness and self knowledge

- The school successfully operates an initiative entitled 'playground friends', whereby selected pupils in all year groups ensure that all pupils are included during playtimes. Older pupils take appropriate responsibilities throughout the day. The School's Council initiative further promotes good relationships; pupils undertake their duties seriously and act responsibly.
- The curriculum successfully reflects the language, culture and heritage of Wales. A Welsh ethos is effectively promoted through displays and the use of incidental Welsh. The school has a clear equal opportunities policy and successfully promotes racial equality. While pupils focus well on other faiths, their understanding of wider aspects of cultural diversity is more limited.
- A limited range of extra curricular activities enhances pupils' social development. All pupils in KS2 are members of the school choir and take part in special services and the Primary Schools Choral Festival. Greater independence and co-operation are promoted for older pupils during residential work.

4.2 Behaviour and Attitudes

The quality of behaviour and attitudes pupils show to their work is good.

- Pupils are enthusiastic and in classes where quality of teaching is high their discipline is often very good. In some classes noise levels are raised at times but pupils generally maintain self-discipline and follow school rules. In play and in less formal situations, pupils are friendly, co-operate well and show respect to teachers and other adults.
- Generally parents are pleased with the behavioural standards at the school and people living in the neighbourhood praise the friendliness of pupils.
- Strategies are in place to deal with incidences of bullying but are not formalised in the form of a policy. No incidences of bullying were seen during the inspection and no pupil has been excluded from the school.

4.3 Attendance

Over the last three school terms pupils' record of attendance has been satisfactory at 92.8%

- The school makes regular efforts to encourage parents to maintain and raise the standards of attendance by pupils and to provide prompt explanation for any absences.
- Generally pupils' punctuality to school is good with most pupils arriving in good time.

Registration does not take place until after the morning assembly.

- The school registers were inspected and found to be correct and to generally comply with statutory requirements.

5. QUALITY OF EDUCATION

5.1 Teaching

Across the school the quality of teaching is satisfactory or better in 92% of lessons seen, including around 9% which are very good, about 62% which are good and approximately 21% which are satisfactory. Teaching is unsatisfactory in around 8% of lesson.

- For under fives, teaching is good in all sessions observed.
- Teaching is very good in around 10% of lessons in KS1, good in about 70% and satisfactory in the remaining 20 %.
- In KS2, teaching is very good in approximately 10% of lessons, good in around 43% and satisfactory in approximately 35 %. Teaching is unsatisfactory in around 12% of lessons.
- Good relationships have been established between pupils and teachers. Class management is generally good. Support staff make an effective contribution to the quality of teaching.
- While teachers have good subject knowledge in the majority of subjects, there are shortcomings in subjects such as mathematics, science and design and technology. In these subjects teaching approaches are not always effective and opportunities to extend more able pupils are limited.
- In the best examples, planning for pupils of different ages and abilities is good. The structure and organisation of these lessons are effective with introductory and plenary sessions used to good effect. Teachers' explanation and questioning skills are good. Lessons move along at a lively pace and pupils sustain their concentration well. Good use is often made of visual aids and artefacts to support the learning.
- In less effective and unsatisfactory sessions in particular, planning is not effective, the focus on differentiated activities is underdeveloped and progress and development of pupils in relation to their work is constrained. Lessons do not develop at an appropriate pace, the organisation of group work is not effective and pupils do not maintain their concentration and focus. In some of these sessions, teachers' expectations of learning outcomes are much less ambitious.

5.2 Assessment, Recording and Reporting

Assessment, recording and reporting are satisfactory overall.

- The school has a revised assessment policy and effective use is made of evidence obtained from baseline, other tests and from pupils' on-going work to set targets for individual

pupils in the core areas.

- Strategies for assessment and recording in the Early Years are effective and relate well to the Desirable Outcomes for children's learning.
- Strategies are now in place to support the tracking and monitoring of individual pupils' progress in language and mathematics.
- In KS1 and KS2, while the marking of pupils' work is generally consistent, it does not always identify ways forward.
- Assessment opportunities are not consistently identified in short-term planning and assessment information, including that derived from marking, does not inform planning for pupils of all abilities in a sufficiently rigorous manner.
- The assessment of pupils with SEN is good.
- While procedures for the recording of pupils' achievements in the core areas, are appropriate, there are no formal strategies in place for assessing and recording pupils' progress in foundation subjects and religious education.
- The keeping of school portfolios to aid the moderation of standards in individual subjects is at a very early stage of development.
- Written reports to parents, which comply with statutory requirements, are informative and identify ways forward for pupils in the core areas.
- Parents have opportunities to discuss progress and targets set for their children mid-way through the academic year and the contents of written reports at the end of the school year. The school also operates an open door policy and appointments can be made to discuss children's progress at any time.

5.3 Curriculum

The quality and organisation of the curriculum is satisfactory. Overall it is broad, balanced and relevant.

- The curriculum for the under-fives is appropriate to their needs and is well planned to promote the Desirable Outcomes for Children's Learning. Schemes of work are effective in ensuring continuity and progression of development of children's skills, knowledge and understanding. Children are appropriately prepared for their future learning experiences.
- In KS1 and KS2 there are clear whole-school policies and for most part useful schemes of work for most subjects. In a number of the foundation subjects however, planning is insufficient between the schemes and weekly/daily lesson plans to ensure the systematic development of skills, knowledge and understanding. In some subjects, planning does not ensure parity of experiences for pupils of the same age who are taught in different classes and short term planning does not consistently focus on the range of ages and individual needs within classes.

- Whole-school planning strategies for the development of key skills across the curriculum is at an early stage of development.
- PSE experiences are being developed effectively as part of the Health Education programme. Policies of good quality are in place for a number of areas of school life, including equal opportunities and racial equality.
- Good use is made of the local community and visits and visitors make an important contribution to the development of the curriculum.
- The curriculum Cymreig is effectively addressed, mainly through Welsh, English, history, geography, art and music. Opportunities for pupils to develop a wider cultural awareness are more limited.
- A limited range of extra-curricular activities are offered in the fields of art and games.
- Homework is set on a regular basis and for most part the focus is appropriate.
- All pupils, including practically all those with SEN have equal access to the curriculum and appropriate provision is made for one pupil for whom the N C is disapplied.

5.4 Support, Guidance and Pupils' Welfare

Overall, the quality of support and guidance and pupils' welfare throughout the school is good.

- The head and staff attach particular importance to the pastoral care of pupils. Pupils' work and play in a caring and supportive environment where they feel secure and valued.
- Pupils are confident when seeking the help and support of staff; they readily turn to adults for guidance and are listened to and treated with respect.
- The head and staff know pupils well and effectively support their educational and social development and their personal well being.
- The school has a policy and procedures to promote health and safety, which are monitored by staff and GB. Two support staff have up dated certificates in First Aid. Fire drills are held on a regular basis.
- There is no formal policy for child protection. Procedures for dealing with child protection issues are in the process of being further developed to ensure they comply with statutory requirements. The head is the designated responsible person.
- The school's policy for equal opportunities is implemented effectively and high priority is given to the social inclusion of all pupils. This benefits pupils in all aspects of school life.
- Good procedures are in place for welcoming pupils to school and for transferring them to the comprehensive school.

5.5 Provision for Pupils with SEN

Provision for pupils with SEN is good and they make good progress towards the targets set in their IEPs.

- Nineteen pupils are identified as having SEN and one pupil has a statement of SEN. The school provides very good support for this pupil.
- The SEN Code of Practice is implemented well and the SENCO performs her duties effectively.
- Effective strategies are in place to identify pupils with SEN after they start in the reception class. Good use is also made of a variety of tests and teacher expertise.
- The school, for most part, provides appropriate support for pupils at school action and school action plus by a combination of withdrawal and in class support by LSAs. Work in withdrawal sessions is well matched to class work and to individual needs. Short term planning does not, however, consistently focus on individual needs within classes.
- The use and deployment of Learning Support Assistants LSAs in the school is a strength of the provision. The LSA who is employed in helping the statemented pupil makes a very valuable contribution to her welfare.
- IEPs are detailed and regularly reviewed and they contain specific targets for each pupil. Parents are encouraged to discuss their child's progress and to contribute to the support given.
- Links with outside agencies are effective in helping pupils maximise their potential. The school benefits from taking part in a pilot assessment programme with the LEA for pupils with SEN and is also involved in a programme which promotes the social use of language.
- The identified governor for SEN is aware of the school's approach and methods towards SEN. The GB is fully committed to making financial resources available for SEN pupils on a fair and equal basis.

5.6 Partnership with Parents and Community, Schools and Other Institutions

The overall quality of these partnerships is good.

- The school provides parents with a good amount of information including an annually revised prospectus, regular newsletters and calendars of school events. Parents' evenings are held twice annually and the school operates an open door policy for parents who have any concerns.
- A number of parents assist with reading in the infant class and parents give assistance

with extra curricular activities and with transportation. Parents have also made a valuable contribution by helping to paint and decorate the school. The Friends Association collects a large amount annually for school use and also forms a valuable link between the school and its community. Parents in general show strong support for the school and appreciate the support given to their children.

- The quality of the partnership with the local community and the contribution this makes to pupils overall development is very good. The school forms an integral part of the village community. There are close links with the church and chapel and weekly visits from clerics who lead acts of collective worship. Members of the local community come into school and talk to pupils about local history while local artists make important contributions to lessons. The school has visits from officers of the Police Services and crew members of the local Lifeboat and have attended the "Crucial Crew" event arranged locally. Pupils entertain locally and join with local choirs in concerts. Links between the reception class and the local playgroup are good.
- There has been a strengthening of the partnership with the High School. The transition of pupils entails visits from Y7 teachers and familiarisation visits by Y6 pupils. An increasing amount of transitional work in science, mathematics and language is now taking place. Links with the other primary school's feeding the High School are satisfactory. These include regular meetings at Head Teacher level, co-operation on curriculum planning and inter school competitive games.
- The school receives students annually from an initial teachers' training college and a college which trains NNEBs. Full use is made of all relevant services offered by the LEA and there are regular visits by its officers and specialists.

5.7 Partnership with Industry

Overall, the quality of the partnership is generally good.

- A suitable and effective policy has been adopted and an obvious effort has been made to involve the school in the world of work. Although there is little industry in the area, good links have been formed with a development company. Pupils have visited the site to study building methods and an employee of the company has been to the school to talk to pupils.
- Pupils have visited local tourist organisations and used the experiences to enrich curricular work. A local farmer sheared a sheep in school for pupils to appreciate where wool comes from and pupils have toured a Stenna line ship.
- Local businesses support school fund raising efforts with prizes and a local coach company has provided regular sponsorship.

6. MANAGEMENT

6.1 Quality of Self-Evaluation and Planning for Improvement

The quality of self-evaluation and planning for improvement is satisfactory.

- The school has appropriate procedures to evaluate pupils' attainment. The head monitors teachers' planning and subject co-ordinators have undertaken some monitoring and evaluation. However this is in the early stages of development.
- The SDP sets a wide ranging agenda for improvements in the curriculum and management over a two year period. Areas identified are appropriate to the school's needs but some targets are unnecessarily repeated from the one year to the next. The process of assessing the extent to which targets are being achieved is insufficiently rigorous.
- Overall, appropriate use is made of national and county data in order to compare aspects of the school's performance against other schools. Test results and NC assessment data are analysed and information is used to set targets
- The school's evaluation of improvements since the previous inspection identifies improvements in provision. Monitoring and evaluation systems are not sufficiently rigorous in assessing the impact of initiatives across the school and the levels of improvement.

6.2 Leadership and Efficiency

The overall quality of leadership and efficiency is satisfactory.

- The head provides effective leadership for creating a positive ethos, in ensuring good behaviour, equality of opportunity and general well being of pupils. He is well supported in this by the deputy head and all staff.
- The contribution of senior management to school development, the setting of targets and to monitoring progress is satisfactory.
- Co-ordinators are developing a clearer grasp of their responsibilities. Their role at present is insufficiently developed in monitoring a number of features of many subjects, the effectiveness of teaching and in providing appropriate support where necessary.
- Performance management strategies are in place and are developing appropriately.
- The GB is supportive and members carry out their statutory duties conscientiously. They are becoming more involved in curriculum issues and contribute well to financial management. Their contribution to self evaluation and development issues is in the process of being further developed.
- The head and GB with the aid of the LEA support officer ensure that the school's financial management is effective. Day-to-day arrangements are managed very well with the effective support of two part-time administrative assistants.

6.3 Staffing, Accommodation and Learning Resources

Overall, staffing, accommodation and learning resources are satisfactory.

- There are high numbers of mixed aged pupils in three classes, two of which contain pupils of three age groups. Best use is not made of periods when the head is involved in teaching as individual teachers, on a rota basis, are given non-contact time.
- Teachers have appropriate job descriptions and attend a good range of in-service courses. While overall, teachers have a good range of expertise and subject knowledge, there are shortcomings relating to the teaching of mathematics, science and DT. There is no effective procedure for sharing features of good practice in these and in other curriculum areas.
- LSAs work effectively with teachers.
- Accommodation is satisfactory overall. The under fives learning unit is well set out and provides effective space for a range of activities. Pupils in KS2 classes are however, constrained with regard to the amount of movement they can make.
- Wall displays are of a high standard and make an important contribution to the promotion of a positive learning ethos. There is separate dining area and the school is very clean.
- The hard surface play area is appropriate though not over generous. Ample grassed areas are available when the weather is appropriate.
- Learning materials and resources are appropriate for most part although there are deficiencies in subjects such as DT. While satisfactory use is made of resources in most subjects, they are underused in science and DT and insufficient use is made of the library for research purposes.

7. SUBJECTS AND AREAS OF LEARNING

Standards achieved by pupils

Provision for the under-fives

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

Reception

Language, literacy and communication skills.

Standards are good.

Good features

- Children make good progress in their language skills. Most children can sequence events in a story and use picture cards effectively to re-tell main events. They can discuss a story and talk about their own experiences with increasing fluency. They use a puppet theatre well to act out the story of 'The Three Little Pigs.' They handle books well and enjoy pictures and words. Most recognise high frequency words and make good progress with their reading. Younger children understand left to right orientation and use picture cues to help with their reading. They match simple words and character names. Older children are able to read key words and sound out letters and blends of letters. Most children can write their name independently and overwrite letters. They use their phonic knowledge and write recognisable letters.
- Children respond well to simple commands in Welsh and join in with Welsh action songs and rhymes.

Shortcomings

- There are no significant shortcomings

Personal and social development.

Standards are good

Good features

- Children make good progress in personal and social skills. Most children adjust well to the transition from home to school, arrive at school happily and establish good relationships with adults and other children. They treat one another and their environment with care and concern. Children demonstrate good levels of confidence whilst taking part in role-play situations in the home corner, relating to estate agents and the builder's yard scenes.
- A number of children concentrate well for lengthening periods of time. The majority respond well to routine and new learning experiences. They work together appropriately, take turns and share equipment when necessary. They develop a sense of responsibility and children help put things away and tidy the classroom when required. Most acknowledge the need for help and seek help when needed.

Shortcomings

- There are no significant shortcomings.

Mathematical development

Standards are good

Good Features

- Most children recognise and write numbers from nought to ten and can recite numbers beyond forty. More able children are able, for example, to write numbers larger than twelve. Children can state who is the taller and shorter and understand which side of the weighing scales is the heavier. They use their mathematics vocabulary well, confidently sort, match and order a variety of objects and most children can successfully create a repeating pattern. They complete jigsaws of increasing difficulty. They can name a range of two and three dimensional shapes, create a class pictogram and interpret a bar graph.
- They use their bikes to re-enact the story of the 'Three Little Pigs' and use everyday words to describe position, direction and movement when travelling from one house to another.

Shortcomings

- There are no significant shortcomings.

Knowledge and understanding of the world

Standards are good.

Good features

- Children investigate materials and sort them into different categories, for example, they successfully sort healthy and unhealthy foods. They begin to understand push and pull forces, they investigate which vehicle will travel the furthest and experiment effectively with magnets. Children discuss ingredients needed for making pancakes and make them successfully. They talk sensibly about different occupations and can say what each person does to help them. They create plans and simple maps and follow a path. They are aware of key religious celebrations and relate well to visiting clergy. Children compare baptism today with the baptism in the river long ago. They visit the local chapel and discuss what makes it special. They learn to care for plants, the environment and people who are less fortunate.
- Children use ICT equipment very well to support their learning, they, for example, confidently use a simple word processing package, a mathematical program and data handling program. They use a graphics package to draw pictures and patterns and a music package to re-arrange musical phrases. They confidently use the white board to reinforce the language of moving forward, backwards and turning around and regularly operate a tape recorder with increasing confidence.

Shortcomings

- There are no significant shortcomings.

Physical development.

Standards are satisfactory.

Good features

- Children move confidently and have good control and co-ordination. They practise throwing and catching with a partner. They push, pull and pedal using large equipment and understand positional language. They successfully use small construction toys and build a home for the pigs out of blocks. Whilst making daffodils and wish wands, they choose and use appropriate tools and equipment and develop their fine motor skills

Shortcomings

- Children's skills of working with large climbing apparatus is limited and their skills in large scale movement activities are underdeveloped.

Creative development

Standards are good.

Good features

- Children confidently use malleable materials. They use pens and pencils to make drawings of their friends and they use a variety of materials to attractively decorate candles. They design and make houses from a variety of materials and make sock puppets. Children design musical instruments and discuss these before successfully making them. They create attractive colour wash paintings of the local area. They work confidently and enthusiastically in their music activities. In singing they vary the dynamics appropriately and use their voices in several different ways. They clap quickly and slowly. They go on a listening walk, tape the sounds and place these on their map of the school. Children fill bottles with different amounts of water and compare the sounds they make.

Shortcomings

- There are no significant shortcomings.

English

Standards are good in both key stages.

Good features

- KS1 pupils listen well and respond appropriately to commands and instructions. They develop a good recall of previously read stories.
- Across KS1, the majority of pupils make good progress in their speaking skills. At the

upper end of the key stage, they reach good standards when responding in an extended manner to questions and contributing effectively to discussions

- Pupils at the lower end of KS2 listen well. The speaking skills of the majority are good as they discuss, for example the importance of rules in their lives and a variety of features about space exploration including arguments for and against manned exploration.
- The speaking and listening skills of the great majority of pupils at the upper end of KS2 are good and often very good. Pupils demonstrate that they are able to support their points of view effectively when they focus, for example, on the effects of alcohol and safety when travelling to school.
- Pupils in KS1 make good progress in reading and by the end of the key stage most read effectively as individuals, as a group and whole class. They read with good expression and understanding. Pupils have a good knowledge of features of books.
- The majority of the younger pupils in KS2 make good progress and read with good levels of fluency and expression. They demonstrate appropriate levels of understanding as they discuss books they have read in a confident manner. They make good use of dictionaries and thesauruses to develop vocabulary and spelling skills.
- By the latter part of KS2, the reading skills of most pupils are good and in a significant minority of cases they are particularly well developed. They discuss characters and plots, often in an impressive manner.
- Across KS2, pupils' higher reading skills develop effectively through their focus on a variety of texts.
- Pupils in KS1 make sound progress in sentence writing for a variety of purposes including answering questions. By the end of the key stage the majority of pupils reach a good standard in independent writing, which includes, the re-writing of stories, creating their own stories and presenting accounts, descriptions and news items.
- Younger KS2 pupils develop good writing skills as they write letters, diary extracts, points of view, newspaper reports and a range of stories. Pupils at the upper end of KS2 write effectively when comparing a book and film, writing rules for arriving safely at school, holiday diaries, accounts of visits, letters, book evaluations and a range of creative writing including some poems. They make good use of rough books for planning.
- Across the key stage, pupils make good progress in spelling and punctuation. The majority of pupils at the upper end of KS2 make good use of paragraphs and most develop good and, in a minority of cases, very good hand writing skills.

Shortcomings

- There are no significant shortcomings but pupils' skills of writing different forms of poems are limited.

Mathematics

Standards in mathematics are good in KS1 and satisfactory in KS2.

Good features

- Pupils across KS1 develop good skills in mental mathematics and a good mathematical vocabulary.
- Younger pupils count, read and write numbers up to 20. They add or subtract any two numbers up to 20 using objects effectively. Pupils at the upper end of the key stage can add and subtract any pair of two-digit numbers using a 100 square. They have a good knowledge of the two and ten times-table and are able to work out the cost of a number of items effectively.
- Across the KS1, pupils demonstrate a good understanding of shapes in two and three dimension and their properties. At appropriate levels, they demonstrate good skills in creating a series of patterns using a variety of shapes.
- Pupils at the upper end of KS1 compare various lengths by direct comparison and are able to tell the time in quarter of an hour intervals on a clock with hands and a digital clock. They develop a good understanding of information conveyed in graphs and draw their own effectively.
- Pupils at the lower end of KS2 demonstrate sound skills in their work in number and money. They successfully solve problems by organising and interpreting numerical data in simple lists, tables and graphs. They identify lines of symmetry in simple shapes and recognise shapes with no lines of symmetry. A minority of more able Y4 pupils focus well on the concept of time.
- In their multiplication work, Y5 pupils check and explain their answers by drawing comparisons with answers provided when the numbers are rounded up or down. The majority demonstrate good mental skills as they double two-digit numbers and add several small numbers. They recognise simple equivalent fractions.
- Pupils at the upper end of KS2 use timetables based on the 24 hour clock effectively. They are able to supply formulae for working out the perimeter and area of a rectangle confidently. They recognise parallel and perpendicular lines and properties of rectangles.
- Older KS2 pupils competently find the median and mode of a set of data. They use all four operations to solve simple word problems and explain their methods and reasoning.
- Y5 pupils recognise simple equivalent fractions. Most Y6 pupils understand the terms numerator and denominator and can change improper fractions to mixed numbers. They double and halve decimal numbers and round decimals with one or two decimal places to the nearest tenth. They compare decimals and percentages and find the percentages of sums of money
- Pupils at the upper end of KS2 have a good knowledge of the relationship between metric

units and change from one to another in an effective manner. They confidently use protractors to measure acute and obtuse angles to the nearest degree.

Shortcomings

- The mental mathematical skills of the majority of lower KS2 pupils are underdeveloped and a significant number of these pupils do not develop a secure understanding of fractions and units of measurement.
- Pupils' skills of using and applying mathematical knowledge are underdeveloped across KS2.

Science

Standards in science are good in KS1 and satisfactory in KS2.

Good features

- Pupils in KS1 develop a good science vocabulary. In their work on sound, younger pupils demonstrate good skills when they classify objects according to how sounds are created.
- Pupils across KS1 demonstrate that they are beginning to develop a good understanding of the concept of magnetism.
- In their study of physical processes, Y1 and Y2 pupils understand that light comes from a variety of sources and are aware of the importance of electricity in their lives.
- Y2 pupils, in particular, make effective use of simple experiments to develop a good understanding of the need for a complete circuit to make electrical devices work and that electricity travels through some objects but not others. They demonstrate a good understanding of opaque, transparent and translucent objects in their investigation of light.
- Across KS2, pupils develop a good knowledge and understanding of factors which contribute to healthy living. Through investigations, they develop an awareness of the effect of different types of exercise on the heart rate.
- Y3 pupils in one mixed aged class, make good use of the interactive white board and demonstrate good investigative skills as they focus on how shadows are formed.
- Y3 and Y4 pupils develop a satisfactory grasp of the concept of insulation and of which type of material is best for insulation. They also develop a satisfactory knowledge and understanding of solids, liquids and gases and of the concepts of condensation and evaporation.
- Pupils at the lower end of KS2 are aware that different types of soil have different amounts of air content. Pupils at the upper end carry out an experiment to demonstrate how oxygen helps things burn.

- Pupils at the upper end of KS2 demonstrate an awareness of the importance of a fair test as they focus on the changes which occur when ingredients such as jelly are heated.
- Y5 and Y6 pupils demonstrate a good understanding of electrical circuits and focus well on reversible and irreversible changes in their work on materials. They demonstrate a satisfactory understanding of the concepts of friction and gravity in their work on forces.

Shortcomings

- In KS2 pupils' skills of working independently to conduct investigations are underdeveloped and their skills of communicating the results of their findings effectively, in a variety of ways, are limited.

Welsh second language

Standards in Welsh are good in KS1 and very good in KS2.

Good features

- Pupils demonstrate positive attitudes to learning Welsh and make good use of opportunities to use the language incidentally during the day. Across the school they make very good progress in pronunciation and intonation.
- At appropriate levels, pupils listen well, with good levels of understanding in a wide variety of situations.
- Pupils in KS1 use and understand vocabulary relating to the weather confidently. They use classroom displays to effectively ask and answer questions about animals in the forest.
- They demonstrate good skills in using familiar patterns effectively in new situations. Pupils make good use of pictures of food items to ask a variety of different questions and to develop their skills of carrying out a simple conversation in pairs.
- Pupils in KS1 develop effective writing skills. They write a range of phrases and sentences and have begun to write effective dialogues relating to the topic of food.
- They read their own work effectively and demonstrate good reading and understanding skills as they focus on big books in whole class situations.
- Pupils at the lower end of KS2 confidently ask and answer questions using a range of sentence patterns previously learnt. They describe the buildings that can be found in Broad Haven and compare them with buildings found in another location in Pembrokeshire. They have a good knowledge of Welsh place names. They use the affirmative and negative forms of verbs very effectively.
- Upper KS2 pupils demonstrate a very secure grasp of a wide range of sentence patterns and vocabulary. They understand and respond appropriately to a wide range of questions. The majority often speak spontaneously using the affirmative, negative as well, as the

past tense of verbs effectively and their skills of holding conversations are good.

- Pupils at the lower end of KS2 write conversations of good quality while older pupils keep personal diaries as part of a KS2/3 project. These contain a selection of high quality work. Pupils at the upper end of KS2 make effective use of their ICT skills to create data bases on information they have gathered about the locality.
- Pupils across KS2 demonstrate good reading skills in whole class situations. Older pupils respond particularly well as they read a story in Welsh taken from a book of local legends. The majority demonstrate a good understanding of what they read.

Shortcomings

- There are no significant shortcomings.

Design and technology

Standards in design and technology are satisfactory in KS1 and unsatisfactory in KS2.

Good features

- Pupils in KS1 effectively discuss how to set about making houses from reclaimed materials. They demonstrate satisfactory skills as they experiment with assembling materials in different ways. They make good use of construction kits to assemble and rearrange features of their work.
- Pupils at the upper end of KS1 demonstrate satisfactory skills of using a variety of materials to make houses. Their skills of evaluating completed models are satisfactory.
- In KS2 the younger pupils successfully design and make fireworks with moving parts and Christmas cards with a suspended separate shapes.
- Pupils in Y3 and Y4 design and make houses, including Celtic roundhouses, using a frame construction. They consider the different types of frame and type of construction in a satisfactory manner and produce written evaluations of a satisfactory standard.
- Pupils at the upper end of KS2 investigate their favourite crisps. They choose the appropriate tool for cutting the raw material and are given opportunities to observe the crisps after they have been cooked.
- Y5 and Y6 pupils make good use of a design and technology day that was organised by a commercial company. They build an electrical circuit which can be used as a burglar alarm. They make a house with an opening door and combine the alarm and the model.

Shortcomings

- Pupils in both key stages have a limited knowledge of mechanisms.
- In both key stages pupils control technology skills are underdeveloped.

- Pupils in KS1 skills of planning and evaluating the different stages of the making process are limited.
- In KS2, pupils' skills of working with a wide range of materials are limited.
- KS2 pupils' skills of selecting and working with a range of tools and equipment are limited.
- In KS2 pupils' skills of working independently to gather information, to consider alternative designs and make choices are underdeveloped.
- Their skills of making labelled sketches to show details of their designs and their skills of evaluating the stages of development are limited.

Information technology

Standards are satisfactory in both key stages.

Good features

- In KS1 pupils have well-developed skills in word processing, creating and printing simple sentences. Younger pupils successfully use word banks to help them in English and Welsh.
- Pupils at the upper end of KS1 have developed a number of basic skills such as using program commands, saving, editing and printing their work, using the mouse and cursor and operating a number of facilities on the toolbar.
- Pupils at the lower end of KS2 develop editing skills by breaking text into paragraphs and editing punctuation. They successfully change alignment. They highlight blocks of text and change colour, type and size of font. They write for different audiences using WordArt.
- Pupils at the upper end of KS2 have improved their IT capability in word processed writing, for example, by using a range of fonts and styles of text in poetry and letters. They utilise these skills in their research topics.
- In KS2 pupils have occasionally used a digital camera to record their, work, for example, after educational visits.
- Pupils at the upper end of KS2 use a data-handling package effectively to create and print graphs using data about themselves which they have collected in their work in Welsh. They begin to understand that different types of graphs are used for different purposes
- They use data handling software to create a questionnaire about their homes and confidently enter the information directly on to the screen to create a database. They sort and search the spreadsheet and plot a variety of different types of graph directly into a desktop publishing environment, sensibly analysing their findings.

Shortcomings

- In both key stages, at levels appropriate to age and stage of development, pupils' skills of using the computer to model and investigate through the use of simulation are underdeveloped and pupils skills of using Logo to enter a series of commands to control a screen turtle are limited.
- In KS2, pupils' skills of using E-mail are limited.
- Their skills of using IT systems to sense external changes such as light and temperature are underdeveloped.

History

Standards of achievement are good in both key stages.

Good features

- Pupils in KS1 focus particularly well on the role of travelling fairs in days gone by and make good use of photographs and replies to questions which they asked a member of an old fairground family, to enhance their understanding.
- KS1 pupils understanding of change is enhanced when they compare old and new toys. Pupils in Y1 and Y2 demonstrate a good understanding of the use that can be made of a range of artefacts in the class museum to enhance their understanding of the past.
- In KS1, pupils focus particularly well on household items and develop a good understanding of how home life has changed. Pupils at the upper end of the key stage, in particular, have a good understanding of changes which electricity has brought to peoples lives.
- Pupils in KS1 make good use of stories including stories from Welsh history to develop their understanding of how the past differs from to the present. They focus well, for example, on the stories of Susan Rees, Jane Pritchard and Jemima Nicholas.
- Pupils at the lower end of KS2 demonstrate a good understanding of the effects of the Second World War on social life, including the effects of the blitz, evacuation and the need for rationing. They demonstrate a good understanding of the effects of the war on their own locality and show a good awareness of the variety of sources, which are available to enhance our understanding of the period.
- In their work on early people Y3 and Y4 pupils make effective use of video material to develop a good understanding of features of Celtic society. They effectively discuss the factors considered when deciding on the location of hill forts and the materials used in the building process.
- Pupils in Y5 and Y6 demonstrate a very good understanding of the work of archaeologists

in their study of very early people. They focus particularly effectively on evidence unearthed including primitive artefacts and cave paintings.

- Pupils at the upper end of KS2 develop a good understanding of key personalities and events in the early modern period. Good use is made of pictorial evidence and information in reference books to enhance their knowledge of Tudor monarchs.
- Older pupils demonstrate a very good understanding of the threats to every day life in the seventeenth century. They focus particularly well on the relationship between poor hygiene and the outbreak of the plague in London and the causes and consequences of the great fire.
- Across KS2, pupils have a secure grasp of the chronology of the periods studied.

Shortcomings

- There are no significant shortcomings.

Geography

Standards are good in KS1 and satisfactory in KS2.

Good features

- Pupils in KS1 demonstrate a good knowledge of the various types of buildings and other features relating to their locality. They study features relating to the weather effectively.
- In Y1, pupils demonstrate effective development in mapping skills as they successfully draw routes around the school.
- Pupils in Y2 also demonstrate good mapping skills and a good understanding of the use of keys as they draw simple maps to show features of the locality, which are situated between the school and the sea front. They make good use of the interactive white board to draw a town plan.
- Y2 pupils demonstrate a good grasp of relevant geographical terms as they focus on features of the locality they like and those they would change.
- Pupils in KS1 focus well on man made and physical features in a contrasting locality in North Wales and are beginning to draw appropriate comparisons with their own area.
- Pupils at the lower end of KS2 develop a satisfactory knowledge and understanding of man-made and physical features of Snowdonia as a contrasting locality. They make satisfactory comparisons with their own county.
- Pupils at the upper end of the key stage demonstrate a good understanding of how their locality is changing. They make good use of a questionnaire to gather information regarding the views of villagers about the changes. They demonstrate good skills as they consider the contribution which a new leisure centre could make and draw interesting

plans for the proposed building.

- Pupils in Y5 and Y6 have a satisfactory knowledge of features relating to Inverness as a contrasting locality, including some of the services that are available to the town.
- Across KS2, pupils have a sound knowledge of features on a variety of maps.

Shortcomings

- In KS2 pupils' knowledge and understanding of contrasting localities in the UK is limited and their skills of drawing comparisons with their area, are underdeveloped.
- They demonstrate a limited knowledge of a contrasting locality in an underdeveloped country.

Art

Standards are good in both key stages

Good features

- Pupils art work is central to school displays. These create an ethos conducive to learning and promote a sense of belonging for the pupils.
- In KS1 pupils' skills and knowledge of line, shape and form develop well as they produce increasingly detailed work
- They focus well on colour, shade and texture and colour mix effectively, displaying a good understanding of tone. They make effective patterns when printing, using various objects. They produce collage work of a high quality and they demonstrate good junk modelling skills as they create effective shapes in three dimension.
- Pupils across KS1 draw well on experiences provided by the visit of a book illustrator to replicate aspects of her work effectively. They focus particularly well on creating illustrations from the perspective of very small animals.
- Across KS2, pupils make good use of sketchbooks to gather information and to develop their observational drawing skills. Pupils at the lower end of KS2, for example, demonstrate good skills in their pencil drawings of features in the environment, various artefacts and facial expressions.
- Pupils in Y3 and Y4 make good use of charcoal as they investigate texture and pattern in the environment. They focus particularly well on shades in work on foliage.
- Y5 and Y6 pupils have made good use of their study of Vivalle's work to create good quality collage work based on hangings in the local chapel.
- Pupils at the upper end of KS2 make particularly good use of their study of Tudor portraits by a variety of contemporary artists to inform their work. They use water colours

to produce their own portraits of good quality.

- Pupils in Y5 and Y6 have drawn well on Stan Rosenthal's studies of Pembrokeshire to create their own landscape scenes of good quality in crayon, paint and pastel.
- They demonstrate good skills as they use clay to create pottery relating to early peoples and have produced effective cave paintings as part of their work in history.
- As part of their work in geography Y5 and Y6 pupils have used a variety of stimuli and materials to create good quality models of houses. Under the guidance of a visiting Indian artist, they have produced good quality examples of Indian paper art and thus learn about art representing other cultures.
- Drawing on their experiences of visiting a local church and chapel and the sketches made, pupils at the upper end of KS2 chose elements to draw on acetates and recreate the effect of stained glass windows in an impressive manner.
- Pupils in both key stages make good use of ICT art packages.

Shortcomings

- There are no major shortcomings.

Music

Standards of achievement in music are good in KS1 and satisfactory at KS2. No lessons were observed in upper KS2 during the inspection.

Good features

- Standards in singing are good throughout the school. Good attention is given to intonation and phrasing and pupils sing with sensitivity and enjoyment.
- In KS1, pupils can name a variety of familiar instruments and know what sort of sounds the instruments make as they take turns and listen attentively to instruments. They imaginatively create, select and organise sounds for the opening of a piece of music. They perform compositions well.
- They listen to and appraise a broad range of music well. They paint pictures that are inspired by this music.
- KS1 pupils competently use an IT music package to write a simple composition.
- Pupils at the lower end of KS2 listen attentively to two pieces of recorded music. They focus well on tempo and dynamics and clap simple rhythms.
- They have begun to discuss and evaluate music from different periods and cultures. They create suitable abstract images matching the mood of the music.

- Older KS2 pupils demonstrate good skills of appraising a range of music.
- Across KS2, pupils use music software to manipulate sound to create simple tunes.
- Those pupils who receive lessons from a peripatetic violin teacher make good progress

Shortcomings

- In KS2, pupils' skills in using a range of tuned and untuned instruments are limited and their composition skills are underdeveloped.

Physical education

Standards of achievement are satisfactory in both key stages.

During the inspection a gymnastic lesson was observed in KS1 and a games session with the whole of KS2. Evidence indicates that pupils experience the full range of the National Curriculum programmes of study.

Good features

- Pupils across both key stages dress appropriately for PE sessions and they are aware of the importance of safety considerations.
- Pupils in KS1 and KS2 demonstrate a good understanding of the importance of warm up and cooling down sessions for their heart and muscles and carry out these activities effectively.
- Y1 and Y2 pupils use space well during their warm up sessions and demonstrate their ability to create effective body shapes. They use apparatus appropriately and demonstrate a good range of jumping and balancing skills. They respond well to instructions, including instructions in Welsh.
- In games activities, at levels appropriate to age and stage of development, the majority of pupils across KS2, demonstrate satisfactory skills in running, stepping jumping, landing and skipping. The majority demonstrate satisfactory skills in throwing netballs and bean bags and dribbling with soccer balls. The skills of a significant minority are well developed.
- The school states that the great majority of KS2 pupils make appropriate progress in their swimming activities.
- KS2 pupils develop their skills further as they take part in cross country running and after school games activities.

Shortcomings

- In both key stages, pupils display limited skills in evaluating their own performance and that of others in order to further improve their skills.

Religious education

Standards are good in both key stages.

Good features

- Pupils in both key stages have a good knowledge of stories from the Old and New Testaments and of Christians through the ages. These stories make an important contribution to their developing understanding of the importance of caring values and good relationships. At appropriate levels, they focus well on the concept of worship in Christianity.
- Pupils in KS1 focus well on their own special places before visiting the local chapel as a place of worship which is special for Christians.
- Y1 and Y2 pupils develop a good understanding of the concept of celebration with particular reference to harvest time and Christmas.
- Their awareness of other faiths and their understanding that people celebrate in different ways is developing well as they focus effectively on the story of Rama and Sita and the Hindu festival of light, the Hindu harvest festival of Holi and celebrations linked to the Chinese New Year
- Across KS2, pupils have a good knowledge and understanding of features of the local chapel and church and their significance in the Christian faith.
- Through preparing and asking a visiting Christian relevant questions, pupils at the upper end of KS2 develop a good understanding of Jerusalem as a pilgrimage focus for Christians.
- As part of their work on special places, pupils at the lower end of KS2 demonstrate a good knowledge of places of worship in other faiths. They focus well on the manner in which Christian and Jewish faith communities welcome new members
- Pupils at the upper end of KS2 display a good knowledge of Diwali as a special festival for Sikhs. The focus particularly well on the Sikh wedding ceremony and draw effective comparisons with a Christian wedding ceremony.

Shortcomings

- There are no significant shortcomings.

8. SCHOOL IMPROVEMENT

8.1 Progress Since the Last Inspection

Progress since the last inspection has been variable in relation to the seven key issues which

were identified and which became the focus for the subsequent action plan. It has been satisfactory overall

- **raise standards of achievement in mathematics, DT and PE in both key stages and in science, history, geography and RE in KS2.**

Schemes of work were reviewed and staff attended INSET. The current inspection, notes that standards are good in mathematics in KS1 and in history and religious education in both key stages. Standards remain satisfactory in PE in both key stages and in mathematics, science and geography in KS2. Standards in design and technology are satisfactory in KS1 and unsatisfactory in KS2. Raising standards in DT in KS2 and addressing the shortcomings in satisfactory subjects are identified as a key issue in the present inspection.

- **improve standards in subjects where there are shortcomings.**

Shortcomings in three subjects judged to be good overall were identified. Standards in three dimension work in art are now good. Writing across the curriculum is now satisfactory. Pupils' skills in controlling, monitoring and modelling are still underdeveloped and are identified as areas to be addressed as part of the first key issue of the present report.

- **enhance the quality of the SDP by prioritising targets for improvement and identifying related costs and appropriate procedures for evaluation.**

Good practice has been reviewed in relation to this key issue. Overall, progress since the last inspection has been satisfactory. Appropriate targets for improvement and strategies for their achievement are identified and prioritised in the SDP. The evaluation of progress in relation to their achievement is not always rigorously conducted. Related costs are for most part noted.

- **enhance the quality of provision made for pupils under five by improving the use made of accommodation and staff.**

Overall, progress has been good. A marked improvement has taken place with the installation of an appropriate and attractively decorated Early Years unit. An LSA makes a valuable contribution children's development and progress. The enhanced provision has played an important part in ensuring that children's achievements in most desirable outcomes for learning are good.

- **ensure that curriculum planning clearly identifies learning objectives related to NC levels of attainment.**

Progress has been satisfactory overall. Lesson plans identify appropriate learning objectives. While medium and short term planning is good in the core areas, it is more limited in the some of foundation subjects.

- **implement effective arrangements for evaluating the standards of pupils' work.**

Progress has been minimal. While appropriate use is made of evidence obtained from a variety of tests to evaluate standards of pupils' work in the core areas, assessment opportunities are not consistently identified in teachers' short term planning.

- **develop and implement a strategy for promoting links with the world of work.**

Overall progress has been good. The current report notes that obvious efforts have been made to involve the school in the world of work and that the quality of partnership is generally good.

8.2 Key Issues for Action

In order to continue to improve, the school needs to:

- 1 Raise standards in design and technology in KS2 and address identified shortcomings in subjects and aspects judged to be satisfactory overall.
- 2 Plan for the effective development of the key skills across the curriculum.
- 3 Address issues relating to unsatisfactory teaching, share features of good teaching across the school and ensure that the most effective use is made of available teaching staff.
- 4 Ensure that medium and short term planning for the foundation subjects are comprehensive and that pupils of the same age who are in different classes have parity of learning experiences.
- 5 Ensure that short term planning identifies opportunities for assessment and that individual lesson planning in all subjects consistently focuses on the needs of pupils of different ages and abilities within classes.
- 6 Ensure that child protection procedures fully comply with statutory requirements.
- 7 Develop the role of the curriculum co-ordinators and further improve the process of self evaluation

The SDP is currently focusing on aspects of key issues 3, 5 and 7.

APPENDIX

A. Basic Information About the School

Name of School	Broad Haven Primary School
School type	County Primary
Age –range of pupils	4 – 11
Address of school	Webb's Hill Broad Haven Haverfordwest Pembs.
Post-Code	SA62 3JT
Telephone Number	01437 281404

Headteacher	Mr W. A. Phillips
Date of appointment	
Chair of Governors/ Appropriate Authority	The Reverend Ifor Williams
Registered Inspector	Mr Brinley Jones
Dates of inspection	8 th March – 10 th March 2004

B. School Data and Indicators

<i>Number of pupils in each year group</i>									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	4	19	11	12	18	15	16	17	113 *

* The total includes one pupil who has remained at the school for an extra year

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	4		4

<i>Staffing information</i>	
Pupil:teacher (fte) ratio (excluding nursery and special classes)	28.25:1
Pupil:adult (fte) ratio in nursery classes	
Pupil:adult (fte) ratio in special classes	-
Average class size, excluding nursery and special classes	28.25
Teacher (fte) : class ratio	1:1

<i>Percentage attendance for three complete terms prior to the inspection</i>				
	R	KS1	KS2	Whole School
Term 1	92.8	93.2	90.6	92.2
Term 2	93.3	90.2	92.3	91.9
Term 3	93.3	92.4	94.9	93.5

Number of pupils excluded during 12 months prior to inspection	0
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C. Results of National Curriculum Assessments and Public Examinations

National Curriculum Assessment KS 1 Results: 2003			Number of pupils in Y2: 19					
Percentage of pupils at each level								
			D	W	1	2	3	4
ENGLISH	Teacher Assessment	School	0	0	5	74	21	0
EN: Reading	Teacher Assessment	School	0	0	21	63	16	0
EN: Writing	Teacher Assessment	School	0	0	5	74	21	0
EN: Speaking and listening	Teacher Assessment	School	0	0	5	68	26	0
MATHEMATICS	Teacher Assessment	School	0	0	11	84	5	0
SCIENCE	Teacher Assessment	School	0	0	0	84	16	0

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school:	89%	In Wales:	79%

D Pupils who have been disapplied under sections 364 and 365 of the Education Act 1996 or, in the case of the Task/Test were absent.

W Pupils who are "working towards" level 1, but have not yet achieved the standards needed for level 1.

National Curriculum Assessment KS 2 Results: 2003							Number of pupils in Y6: 19						
Percentage of pupils at each level													
			D	A	N	B	W	1	2	3	4	5	6
English	Teacher Assessment	School	0	0	0	0	0	0	5	11	58	26	0
		National	0	0	0	0	0	1	5	16	45	29	0
	Test/Task	School	0	0	0	0	0	0	5	0	69	26	0
		National	0	2	2	1	0	0	4	12	41	38	0
Mathematics	Teacher Assessment	School	0	0	0	0	0	0	5	11	58	26	0
		National	0	0	3	0	0	1	4	19	46	27	0
	Test/Task	School	0	0	0	0	0	0	5	21	58	16	0
		National	0	2	1	1	0	0	4	19	43	30	0
Science	Teacher Assessment	School	0	0	0	0	0	0	0	16	58	36	0
		National	0	0	0	0	0	0	2	13	50	33	0
	Test/Task	School	0	0	0	0	0	0	0	16	74	10	0
		National	0	2	0	0	0	0	1	10	47	38	0

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
By Teacher Assessment		by Test	
In the school:	84%	In the school:	73.7%
In Wales:	70%	In Wales:	68%

- D Pupils who have been disapplied under sections 364 and 365 of the Education Act 1996.
A Pupils who have failed to register a level because of absence.
N Pupils who have failed to register a level for reasons other than absence.
B Pupils not entered for tests because they are working outside the levels of the tests.
W Pupils who are "working towards" level 1, but have not yet achieved the standards needed for level 1.
n Tests do not cover these levels.
n/a not applicable.

D. The Evidence Base of the Inspection

The inspection was carried out by a team of three inspectors who spent a total of 6 inspector days at the school.

Before the inspection:

- meetings were held with the head and staff, the GB and parents;
- questionnaires were distributed to all parents and the 50 completed questionnaires were analysed; the inspection team took note of the results;
- school documentation was examined.

During the inspection:

- evidence of lessons or sessions observed was based on the inspection of classes in a total of 39 lessons or sessions across age groups;
- other observations included assemblies, registration, playtimes and lunch-time;
- discussions were held with pupils about aspects of their work and life in the school;
- inspectors listened to a representative sample of pupils read;
- inspectors scrutinised 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 head, staff and the GB.

E. Composition and Responsibilities of the Inspection Team

Inspector	Type	Aspect Responsibilities	Subject Responsibilities
Mr B. Jones	Rgl	The school and its priorities; Main findings; Standards of achievement in subjects and areas of learning; Quality of teaching; Assessment recording and reporting; Curriculum; Leadership and efficiency; Staffing, accommodation and learning resources; Progress since the last inspection; Key issues for action.	English; Science; History; Geography; Art; Physical education; Religious education.
Mrs. H. Smith	Team	Standards achieved in key skills across the curriculum; Pupils' spiritual, moral, social and cultural development; Support, guidance and pupils' welfare; Provision for pupils with SEN; Quality of self-evaluation and planning for improvement.	Early Years; Welsh 2 nd language; Mathematics; Design and technology; Information technology Music.
Mr G. Morris	Lay	Behaviour and attitudes; Support and guidance; Partnership with parents and community, schools and other institutions; Partnership with industry.	

The visiting inspectors wish to thank the governors, the head and all the staff for the co-operation and courtesy they received during the inspection.