

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

**A Report on the Quality of Education in**

**Holy Name V.R.C. School  
Vergam Terrace, Fishguard, Pembrokeshire,  
SA65 9DF**

**School Number: 6683311**

**Date of Inspection: 30/06/2008**

**by**

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**Date of Publication: 02/09/08**

**Under Estyn contract number: 1121407**

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Holy Name V.R.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 Holy Name V.R.C. School took place between 30/06/08 and 02/07/08. An independent team of inspectors, led by Alun Meilyr Rees 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:

<b>Grade 1</b>	good with outstanding features
<b>Grade 2</b>	good features and no important shortcomings
<b>Grade 3</b>	good features outweigh shortcomings
<b>Grade 4</b>	some good features, but shortcomings in important areas
<b>Grade 5</b>	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 Holy Name is a voluntary-aided Catholic primary school serving the twin towns of Fishguard and Goodwick. The school states that there are no major industries or employers locally and the area is part of the Fishguard and North Pembrokeshire Regeneration Plan.
- 2 The school shares a common catchment area with a community primary school and also accepts some pupils on the basis of faith from a wider geographical area.
- 3 There are 136 pupils currently on roll at the school with pupils eligible for admission at the beginning of the term in which they attain their fourth birthday. Around 95% of the pupils have attended some form of pre-school provision.
- 4 Around 11% of the pupils are eligible for free school meals and 35 pupils (25%) have been identified as having special educational needs (SEN). Two pupils have statements of SEN.
- 5 English is the predominant language of both home and school with Welsh taught as a second language. Approximately 4% of the pupils come from other ethnic backgrounds and two pupils receive support with English as an additional language.
- 6 The headteacher has been in post since 1997 and the deputy headteacher since 1999. All the teachers, with one exception, have been in post for five years or more.
- 7 The school was last inspected in April 2002.

### The school's priorities and targets

- 8 The school's mission statement is 'Be happy and keep the faith'. The school clearly achieves its main aim, which is to create a Christian, caring community.
- 9 The school's priorities and targets for 2007-08 cover a range of important issues and include preparing for changes to the curriculum in both the early years and key stage 2, and building on current practice or provision in order to:
  - a. improve the bilingual skills of pupils;
  - b. monitor attendance to reach the Welsh Assembly Government (WAG) target;
  - c. further develop the principles of assessment - for - learning.

## Summary

- 10 Holy Name VRC is a good school with many outstanding features. It places great emphasis on respect for all and provides its pupils and staff with a happy, caring and supportive environment, with a very strong community spirit.
- 11 In a self-evaluation report prepared before the inspection, the school graded itself for each of Estyn's key questions (KQ). The inspection team agrees with the school's judgements in five out of the seven key questions but in KQ1 and KQ6 the team has awarded a lower grade.

### Table of grades awarded

- 12 The inspection team judged the school's work as follows:

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

### Standards

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

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
37%	63%	0%	0%	0%

- 14 Standards of achievement were found to be Grade 2 or better in all lessons. The school easily achieves the WAG targets for 2010 that the quality of learning should be Grade 3 or better in 98% and Grade 2 or better in 80% of classes inspected. It also compares favourably with the grades awarded in primary inspections nationally in 2006-07, as noted in the Annual Report of Her Majesty's Chief Inspector of Education and Training (HMCI) in Wales.

### Subjects and/or areas of learning for under-fives

- 15 In the six areas of learning inspected, the children's standards of achievement are as follows:

Areas of Learning	Inspection Grade
Language, literacy and communication	Grade 2
Personal and social development	Grade 1
Mathematical development	Grade 2
Knowledge and understanding of the world	Grade 2
Creative development	Grade 2
Physical development	Grade 2

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

### Grades for standards in subjects inspected

- 17 In the subjects inspected in key stage 1 (KS1) and key stage 2 (KS2), pupils' standards of achievement are as follows :

Subject	Key Stage 1	Key Stage 2
Science	Grade 2	Grade 2
History	Grade 2	Grade 1
Art	Grade 2	Grade 1
Music	Grade 2	Grade 1
Physical Education	Grade 2	Grade 1

- 18 At the end of KS1 in 2007, the percentage of pupils attaining Level 2 (L2) in English, mathematics and science, by teacher assessment, was 6% below the county average and 3.9% below the average for Wales. This places the school in the lowest 50% when compared with similar schools in Wales on the basis of free school meals. The school was also in the lowest 50% in 2006 and in the lowest 25% in 2005.
- 19 At the end of KS2 in 2007, the percentage of pupils attaining L4 in English, mathematics and science, by teacher assessment, was 9% below the county average and 5% below the average for Wales. When compared with similar schools in Wales, on the basis of free school meals, the school is in the lowest 25% and was in the lowest 50% in 2006 and 2005 although it was above the Wales average in both years. The provisional assessments for KS2 in 2008 show significant improvement.
- 20 Closer analysis of the performance data indicates that a relatively high percentage of pupils attain the higher levels at both KS1 and KS2, compared with the county and national figures. It also reveals that boys perform relatively well in relation to girls compared with the county and national figures and that there have been a relatively large number of pupils with special educational needs (SEN) in recent cohorts.

- 21 All pupils, including those with SEN and those for whom English is an additional language, make progress towards fulfilling their potential, regardless of ability, language or background. Pupils meet their targets and readily acquire new skills and understanding as they move through the school.
- 22 Children under five years of age make good progress in the key skills of listening, speaking, reading, writing, numeracy and information and communications technology (ICT). They also make good progress in their personal and social skills and learn to take turns and show respect for one another.
- 23 In both key stages, communication skills and ICT skills are very good overall. They are generally good in numeracy, where pupils apply their mathematical skills well in practical situations and standards overall are generally good. Pupils' bilingual competency is developing and their attitudes towards the Welsh language have improved significantly in recent years. However, pupils are seldom expected to provide more than one-word answers to questions in Welsh and, consequently, do not develop the skills to become sufficiently bilingual.
- 24 Pupils' problem solving and creative skills are developing well and are applied effectively in subjects such as music and art. Pupils' personal and social skills, their attitudes to learning, the interest and perseverance they show in their work and their growing ability to work together are at least good throughout the school. They display a growing understanding of how they can improve their own work and show great sensitivity when invited to suggest improvements to others' performances.
- 25 Pupils' behaviour is generally very good and the school functions well as a happy, supportive and orderly community. They demonstrate a very mature awareness of equal opportunities and display a sincere respect for the diversity of beliefs, attitudes and cultural traditions within society today.
- 26 The school is very successful in preparing pupils to play an active role in the life of the local community, and very good use is made of the locality as a learning resource.
- 27 Attendance rates for the past three terms average 93%, which is above national rates of attendance for pupils of primary school age and broadly in line with local rates of attendance. Most pupils are punctual and keen to attend school.

### **The quality of education and training**

#### **Grades for teaching**

- 28 In the lessons inspected, the quality of teaching was as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
37%	60%	3%	0%	0%

- 29 The school easily meets the WAG target for 2010 that the quality of teaching assessed by Estyn should be Grade 2 or better in 80% of classes.

- 30 The teaching has several outstanding features such as very detailed planning, skilful use of open questioning and the innovative use of resources, which sometimes includes the use of pupils' previous work as a starting point. Teachers show great respect for the pupils and always acknowledge their responses, thereby raising pupils' confidence and self-esteem. Classroom and support assistants make an invaluable contribution throughout the school and the fact that they are deployed flexibly between classes ensures the optimum use of their time and strengths.
- 31 The quality of assessment and recording is very good overall and meets statutory requirements. The outcomes of the assessment are used to plan for the next lesson(s) and to ensure that pupils overcome emerging difficulties at an early stage.
- 32 The school provides a broad and well-balanced curriculum which meets the needs of all its pupils. This is enhanced by an excellent range of high quality extra-curricular activities which are exciting, challenging to pupils and make a significant contribution towards their personal and social development. Throughout its activities, curricular and extra-curricular, the school places great emphasis on the well-being of its pupils and on the principles of a healthy school. An outstanding feature of the school is its commitment to ensuring that all pupils have equal access to all its activities.
- 33 Provision for the promotion of pupils' spiritual, moral, social and cultural development is an outstanding feature of the school. Acts of collective worship and frequent opportunities for reflection contribute positively towards pupils' spiritual awareness.
- 34 Links with parents, the community and the church are effective. 'Radio Waves', a school website on global radio, along with 'School Zone', are particularly innovative ways of allowing parents to listen to interviews by pupils, parents and grandparents on a variety of issues.
- 35 The school functions in a variety of sustainable ways and global citizenship is well developed through a range of curricular, extra curricular and family projects. The school is particularly active in promoting healthy eating and a healthy lifestyle.
- 36 The quality of provision for pupils with SEN is very good and fully complies with the statutory requirements. Effective early intervention and diagnosis of individual learning needs ensures that pupils make good progress.
- 37 There is outstanding care, guidance and support provided for pupils. The school has a clear policy and set of procedures to promote health and safety, including risk assessment, which are monitored and implemented consistently. Pupils are well supervised at all times and the monitoring of behaviour, attendance and punctuality is thorough and rigorous.

### **Leadership and management**

- 38 The headteacher provides calm, purposeful and effective leadership, ably supported by the deputy headteacher. This provides the school with a clear sense of direction.
- 39 The great emphasis the school places on respect and equality of opportunity for all, and the degree to which this is reflected in all aspects of school life, is an outstanding feature. Relationships, at all levels, are very good.

- 40 Subject leaders take an active role in the development of their subjects and each member of staff, whether teaching or non-teaching, plays an important and clearly defined role in the school's success.
- 41 Individual members of the governing body undertake specific responsibilities and regularly visit the school to meet with subject co-ordinators and monitor the quality of provision. Through these visits, and through discussions on the detailed reports they receive from the headteacher, the governing body is very well-informed about the school's strengths and areas for development. This is an outstanding feature.
- 42 The school has produced an useful self-evaluation report and there is a good match between the issues identified in the report and the targets in the school development plan (SDP).
- 43 The current SDP is a purposeful document which identifies, in some detail, the targets to be achieved in the current and part of the next academic year, along with clear actions and costs. From the next calendar year, however, priorities are listed in bullet point with no indication of how they will be addressed or what level of finance would be necessary to secure their improvement.
- 44 There are an appropriate number of qualified teachers in the school. In some areas, such as gymnastics, this is supplemented by the employment of specialist staff who make an important contribution to the school's provision and to pupils' standards of achievement.
- 45 The building is bright, clean and welcoming for pupils, staff and visitors. The colourful wall-displays in the classrooms and corridors make a very effective contribution to the very positive learning environment. Whilst the building is generally sound, the flat roof is in need of repair and the governing body has committed a large sum of money to the Diocesan Education Fund to place a pitched roof on the main building in 2009-10.
- 46 The quality, range and use of learning resources is very good. Whilst most classrooms and the outside play areas are rather small, outstanding use is made of the space available in and around the school. The development of the grounds has provided a rich additional source of learning whilst the school makes very good use of outside facilities such as the nearby leisure centre.
- 47 Financial management is good and the finance sub-committee meets on a regular basis. With staffing and energy costs around average for the county, and so many good and outstanding features across the key questions, the school offers very good value for money.
- 48 The school has made good progress in addressing the key issues identified in the last inspection report in 2002.

## Recommendations

- 49 In order to build on the current good and very good practice, the school needs to:
- R1 maintain the very high standards of achievement and address the few shortcomings identified in aspects of the subject areas;
  - R2 raise standards of bilingualism by ensuring that pupils are given more opportunities to provide extended responses in the Welsh language\*;
  - R3 extend the good practice in planning for improvement to provide the school development plan with clearly identified activities and costs for the mid and long term.

*\* The school has already identified this issue in its school development plan.*

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

## Standards

### Key Question 1: How well do learners achieve?

#### Grade 2: Good features and no important shortcomings

50 The findings of the inspection team do not match the judgement made by the school in its self-evaluation report. Whilst acknowledging the very positive grades awarded for standards in the lessons observed during the inspection, the inspection team did not feel that there were sufficient outstanding features overall, particularly in the pattern of attainment, to justify the higher grade.

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

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
37%	63%	0%	0%	0%

52 The school easily achieves the WAG target for 2010 that the quality of learning should be Grade 3 or better in 98% of classes inspected. It also achieves their target that the quality of learning should be at least Grade 2 in 80% of classes. To put these figures in context, the Annual Report of HMCI of Education and Training in Wales shows that standards of achievement were Grade 2 or better in 80% of primary schools in 2006-07.

#### Early Years

53 In the six areas of learning inspected, the children's standards of achievement are as follows:

Areas of Learning	Reception
Language, literacy and communication	Grade 2
Personal and Social development	Grade 1
Mathematical development	Grade 2
Knowledge and understanding of the world	Grade 2
Creative development	Grade 2
Physical development	Grade 2

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

#### Grades for standards in subjects inspected

55 Standards of achievement in the subjects inspected are as follows:

Subject	Key Stage 1	Key Stage 2
Science	Grade 2	Grade 2
History	Grade 2	Grade 1
Art	Grade 2	Grade 1
Music	Grade 2	Grade 1
Physical Education	Grade 2	Grade 1

- 56 The education provided by the school meets the needs of its learners. Pupils make good progress in achieving their agreed learning targets and goals and readily acquire new knowledge, skills and understanding as they move through the school. All pupils, including those with SEN and those for whom English is an additional language, make the expected progress, regardless of their backgrounds.
- 57 In the early years, children make good progress in the key skills of listening, speaking, reading, writing, numeracy and ICT. They also make good progress in their personal and social skills. They listen well to the teacher and each other and co-operate well in groups.
- 58 In both key stages, standards in communication and ICT skills are very good overall. The overwhelming majority of pupils listen well and contribute sensibly to group discussions. They express themselves with growing fluency and confidence, frequently making good use of appropriate terminology in subjects such as science, art and physical education. Pupils apply their developing reading skills particularly well when scanning and skimming during historical research and write for a variety of purposes and in a good range of styles. Most pupils show great confidence and imagination when using their ICT skills across the curriculum.
- 59 Throughout KS1 and KS2, pupils generally use and apply their mathematical skills well in practical situations. They make good use of graphs, tables and Venn diagrams in a range of contexts across the subject range and measure with increasing care and accuracy. Standards overall are generally good.
- 60 Pupils' bilingual competency is developing and their attitudes towards the Welsh language have improved significantly in recent years. However, despite regular use of incidental Welsh by all staff, pupils are rarely expected to give more than the briefest of responses. Consequently, pupils do not develop the skills to become sufficiently bilingual.
- 61 Pupils' problem solving skills are very well developed and this is clearly evident in subjects across the curriculum. Their creative skills also develop very well and are applied particularly well in subjects such as music and art.
- 62 At the end of KS1 in 2007, the percentage of pupils attaining Level 2 (L2) in English, mathematics and science, by teacher assessment, was 6% below the county average and 3.9% below the average for Wales. This places the school in the lowest 50% when compared with similar schools in Wales on the basis of free school meals. The school was also in the lowest 50% in 2006 and in the lowest 25% in 2005.
- 63 At the end of KS2 in 2007, the percentage of pupils attaining L4 in English, mathematics and science, by teacher assessment, was 9% below the county average and 5% below the average for Wales. This places the school in the lowest 25%, when compared with similar schools in Wales on the basis of free school meals. The school was in the lowest 50% in both 2006 and in 2005 although it was above the Wales average in both those years.
- 64 Closer analysis of the performance data indicates that a relatively high percentage of pupils attain the higher levels at both KS1 and KS2, compared with the county and national figures. It also reveals that boys perform relatively well in relation to girls

compared with the county and national figures and that there have been a relatively large number of pupils with additional learning needs in some of the recent cohorts.

- 65 Provisional teacher assessments for 2008 show a significant improvement in performance at KS2. Almost 90% of pupils have attained L4 or better in English, mathematics and science.
- 66 Pupils' personal and social skills, their attitudes to learning, the interest and perseverance they show in their learning and their growing ability to work together are at least good throughout the school.
- 67 Pupils show very good awareness of their personal targets and agreed learning goals and will refer to them incidentally during lessons. They display a growing understanding of how they can improve their own work and show great sensitivity when invited to suggest improvements to others' performances. Some pupils even suggest targets for staff at classroom level, such as in relation to the use of the Welsh language.
- 68 Pupils' behaviour is generally very good and the school functions well as a happy, supportive and orderly community. Pupils are welcoming, friendly and polite and relate well to adults and each other. Older pupils in particular are confident, articulate and display a high degree of self-discipline. They are eager to support younger pupils throughout the school day.
- 69 In discussion with pupils, they demonstrate a very mature awareness of equal opportunities issues and feel strongly that all people should be treated fairly and with respect and understanding. They display a sincere respect for the diversity of beliefs, attitudes and cultural traditions within society today.
- 70 The school is very successful in preparing pupils to play an active role in the life of the local community, and pupils regularly serve the community by supporting a range of environmental, cultural and charitable projects.
- 71 Attendance rates for the past three terms average 93%, which is above national rates of attendance for pupils of primary school age and broadly in line with local rates of attendance. Most pupils are punctual and keen to attend school. Registration is conducted efficiently and lessons start promptly. The school meets all WAG statutory requirements with regard to attendance.

## **The quality of education and training**

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

#### **Grade 1: Good with outstanding features**

- 72 The findings of the inspection team agree with the judgement of the school in its self-evaluation report.
- 73 The quality of teaching was judged as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
37%	60%	3%	0%	0%

- 74 The school easily meets the WAG target for 2010 that the quality of teaching assessed by Estyn should be Grade 2 or better in 80% of classes.
- 75 Where the teaching has outstanding features:
- lesson planning is very thorough, structured and carefully differentiated for the range of age and ability in the class, including provision for the development of the key skills;
  - there is a clear and sustained focus on the learning objective(s) which allows pupils to make progress;
  - resources are utilised very effectively to support the learning;
  - pupils are encouraged to use their own work as a resource for future lessons;
  - all pupil responses are fully acknowledged and respected by the teacher, visibly raising their confidence and self-esteem;
  - pupils are prompted to think further by skilful open questioning;
  - teachers promote equality of opportunity and challenge stereotypical views;
  - classroom and support assistants are actively involved in supporting pupils' learning and are flexibly deployed between classes.
- 76 The teaching has many good features, seen throughout the school, where teachers, and where appropriate classroom assistants:
- demonstrate good subject knowledge and expertise in teaching the subjects of the National Curriculum (NC);
  - establish very good working relationships with pupils and have high expectations of their behaviour;
  - structure lessons well with a good mix of individual, paired, group and class work;
  - actively address the needs of individuals including those who need additional learning support and those that are more able and talented;
  - demonstrate positive attitudes to the use of incidental Welsh;
  - use a variety of ICT resources to stimulate interest, clarify new concepts and develop further lines of enquiry.
- 77 In some classes, there is further scope for using the interactive whiteboard in a truly interactive way.

- 78 In the very small number of instances where the quality of teaching has some shortcomings, the pace of the lesson is not always brisk enough, such as when momentum is lost when teachers need to restore good discipline.
- 79 The quality of assessment is very good overall and statutory requirements for assessing and reporting on the NC are met. Pupils in the reception class are assessed against the baseline assessment criteria on entry. Information gained is acted upon to provide relevant activities for pupils' individual needs and to ensure early identification of any areas of concern.
- 80 The school places great emphasis on accuracy, consistency and standardisation in its assessments. There is a structured programme of formal assessment in core subjects, as well as RE, which is timetabled in both key stages. There are also well-established assessment procedures in the Foundation Subjects. The very effective use of ICT in assessment, particularly in PE, is an outstanding feature.
- 81 Pupils also have personal targets that are flexible to their progress along with peer assessment strategies where pupils openly and willingly give and accept peer assessment during lessons. Procedures for the assessment and recording of the work of SEN pupils are thorough. Marking is clear, accurate and encouraging, but time within lessons is not always structured to allow pupils to act upon their comments and so extend and improve work further.
- 82 The annual reports to parents conform to statutory requirements and are of very good quality. Comments are evaluative and constructive and refer to both academic and personal achievements. Parents have suitable opportunities to discuss the content of the reports with teachers, who make themselves available for discussion of pupils' work at all times.

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

**Grade 1: Good with outstanding features**

- 83 The findings of the inspection team agree with the judgement of the school in its self-evaluation report.
- 84 The school provides a broad and well-balanced curriculum accompanied by a varied and structured programme of activities, which are both exciting and challenging to pupils. There is a good understanding of cross-curricular links and progression in each subject. The schools' supportive ethos, which promotes high self esteem, ensures that all pupils are included in every aspect of its provision. The curriculum is equally accessible to all and sufficiently flexible to meet the needs and interests of all learners.
- 85 School policies and schemes of work ensure continuity and progression for the subjects of the National Curriculum and Religious Education and are reviewed regularly by subject co-ordinators. Statutory requirements are met, including the provision for sex education using the *All that I Am* programme and substance misuse.

- 86 There is very good provision to ensure that all pupils acquire the necessary basic and key skills across the curriculum and the school has attained successive Quality Mark Awards in 2003 and 2006. Key skills are identified in planning and monitoring is undertaken by the co-ordinator. Provision for IT and its use throughout the curriculum is an outstanding feature of the school.
- 87 After school and lunchtime extra curricular activities are extensive. All year groups, including the under fives, are encouraged to experience a wide range of activities. These clubs are well attended and are highly valued by both pupils and parents and make a significant contribution towards pupils' personal and social development. Throughout its activities, curricular and extra-curricular, the school places great emphasis on the well-being of its pupils and on the principles of a healthy school.
- 88 Provision for the promotion of pupils' spiritual, moral, social and cultural development is an outstanding feature of the school. Acts of collective and class worship as well as frequent opportunities for reflection throughout the day contribute positively towards the development of pupils' spiritual awareness.
- 89 Moral and social development is nurtured through high expectations of good behaviour and the huge importance given to respect for others. The personal and social education (PSE) curriculum provides invaluable opportunities to discuss a wide range of moral and social issues. Coupled with the safe, secure environment created by the staff, this is an outstanding feature of the school. The use of Circle Time is particularly powerful in the under fives' class where pupils express their feelings and contribute to discussions in an open and mature manner.
- 90 Links with parents, the community and the church are effective. Parents receive regular newsletters, information booklets and new prayers to learn at home, and are encouraged to visit the school to share aspects of their work and life experiences. Radio Waves – a school website on global radio - along with School Zone, allows parents to listen to interviews by pupils, parents and grandparents on a variety of aspects. The close relationship and interaction between the school and the local community can be seen in the development of the tranquil Willow Garden. Links with the local church allow pupils to share masses and celebrations as well as seasonal services.
- 91 Theme days are organised during the year where workshops are run by both teaching and support staff in conjunction with outside agencies such as the National Parks Agency, Theatr Forum Cymru and Welsh National Opera. The school recognises the importance of work-related education and provides suitable opportunities for pupils to develop their entrepreneurial skills. They are encouraged to develop ideas and prepare portfolios to attract commercial sponsorship from companies such as as Stena Line and B&Q.
- 92 Transition arrangements and families of schools' projects with the local secondary schools are effective and pupils are well prepared for their transfer at the end of Year 6. Relationships with the second language department at Bro Gwaun and Portfield Special School are particularly good. The *All About Me* booklet provides useful information to support pupils' in settling into school life.

- 93 Teaching and support staff use Welsh incidentally throughout the day. The school does not use enough Welsh in the teaching, however, to fall in line with the new categorisation of schools. Y Cwricwlwm Cymreig is promoted across the curriculum, especially through IT software and on-line resources. However, opportunities to focus on Y Cwricwlwm Cymreig in lessons are sometimes missed.
- 94 An outstanding feature of the school is the commitment to ensuring that all pupils have equal access to school activities regardless of age, gender or ability. Pupils and parents confirm that whatever the occasion, be it involvement in sports activities, extra curricular clubs, school councils or school visits, all pupils are encouraged to take part.
- 95 Education for sustainable development and global citizenship are integrated into the daily life of the school. The school acts in a sustainable way by conserving energy and water, promoting recycling, and composting waste. Awareness and understanding of sustainable development and global citizenship are well developed through geography, PSE and extra curricular work, as well as family projects. The school is being assessed for the Bronze Eco Award at the end of the summer term.
- 96 Qualities such as kindness, truthfulness and forgiveness are nurtured as soon as pupils begin school through Circle Time, assemblies and class discussions. The school endeavours to reflect national priorities for lifelong learning by ensuring that pupils acquire the skills of co-operation, responsibility and sympathy for others.

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

##### **Grade 1: Good with outstanding features**

- 97 The findings of the inspection team agree with the judgement of the school in its self-evaluation report.
- 98 The school places a high priority on pastoral care throughout the school and outstanding care, guidance and support is provided for pupils, aided by the close and effective working relationship with parents and carers. The governors, headteacher, teaching and support staff are highly successful in creating a calm, caring and supportive environment where pupils feel safe, secure and respected. There is a very strong community spirit and staff and pupils are very welcoming to visitors.
- 99 The school benefits from a productive partnership with a wide range of agencies and support services to ensure pupils' needs are identified. This multi-disciplinary approach is particularly beneficial for children in challenging and vulnerable circumstances.
- 100 Pupils also have regular opportunities to share their views and opinions and do so with confidence. The school council is a very good forum for the development of pupils' personal and social skills and provides a good opportunity for pupils to work together and contribute to decision-making. Councillors undertake their duties conscientiously and feel they can make a real difference to their school. They are good ambassadors for the school.

- 101 All adults in the school provide very good support for children when they enter school for the first time and children settle quickly and confidently into their new environment. Effective induction procedures ensure pupils are well supported when moving to the next class and when transferring to secondary school.
- 102 Pupils' additional learning needs are recognised in the school, whatever they may be. There is appropriate support for all pupils, including those for whom English is an additional language.
- 103 The quality of provision for pupils with SEN is very good and complies with the requirements of the Code of Practice and the Framework for Inclusive Education. The Special Educational Needs Co-ordinator (SENCO) works closely with teachers, support staff and parents to ensure good quality support for pupils and achievable targets in their individual education plans (IEP). Effective early intervention and diagnosis ensures that pupils' individual needs are met and that they make good progress. Record keeping is thorough, well organised and up to date.
- 104 Pupils with SEN are well integrated and supported in lessons. They are provided with appropriate tasks and challenge, which allow them to work at an appropriate pace. Collaboration with Portfield Special School is effective and well planned, ensuring continuation of education between the two schools. Resources and learning tasks are used efficiently to promote and support learning. A range of support programmes, including POPAT and PAT are utilised in order to ensure the best provision possible for individual learners with additional needs.
- 105 Pupils readily turn to adults for help and support and are listened to and treated with respect. The quality of relationships throughout the school is very good and this contributes significantly to pupils' self-esteem and confidence.
- 106 The school's policies and procedures for promoting good behaviour are very effective and are consistently applied by staff. Pupils respond well to the high expectations of all adults in the school. On the recommendation of the school council, a wide range of games, equipment and apparatus was established in the playground and a 'playground pals' initiative established, both of which have encouraged pupils to play co-operatively together. Break and lunch time are pleasant social occasions and behaviour in the playground is very good. The monitoring of behaviour is thorough and rigorous.
- 107 The administrative officer and headteacher monitor attendance and punctuality very carefully. Follow-up procedures, including first-day response, are rigorously applied. The school enjoys a positive partnership with the Pupil Support Officer (PSO) from the education welfare service.
- 108 Teachers regularly monitor pupils' academic performance and pupils are increasingly taking an active role in the setting and monitoring of their own targets, and in planning their own progress and improvement.
- 109 The school has a clear policy and set of procedures to promote health and safety, including risk assessment, which are monitored and implemented consistently by the headteacher, staff and governing body. Pupils are well supervised at all times and clear procedures are in place to deal with any accidents or emergencies.

- 110 As part of the Welsh Network of Healthy Schools, the school is highly successful in promoting healthy eating and a healthy lifestyle. Pupils have access to a wide range of sporting and physical activities.
- 111 The school has effective measures for dealing with appeals and complaints and to promote the protection of children. The headteacher has designated responsibility for dealing with child protection issues and she ensures staff are fully aware of the correct procedures to be followed and that training is regularly updated. The school enjoys positive working partnerships with social services and other external welfare agencies.
- 112 The quality of provision for equal opportunities is outstanding and the school's commitment to social inclusion is exemplary. The Christian values of tolerance, compassion and respect for others permeate the life and work of the school.
- 113 The school has taken all reasonable action to secure the equal treatment of disabled pupils and to welcome disabled visitors to the school. The governing body has produced good quality documentation, including an accessibility plan and disability equality scheme to demonstrate how the school will make improvements in access to the curriculum, physical access and in the provision of information for disabled persons. Most of the school is accessible to wheelchair users.
- 114 All adults know pupils very well and are sensitive to their individual needs. The headteacher and staff are skilled at promoting gender equality, and stereotypical views are challenged rigorously. All pupils are treated equally and with dignity and respect.
- 115 The school has highly effective policies and procedures to promote good race relations and diversity is recognised, respected and celebrated throughout the school. Highly effective measures are in place to eliminate any bullying, oppressive behaviour, racial discrimination or harassment. Such incidents are rare and the school is a happy, harmonious community.

## **Leadership and management**

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

#### **Grade 1: Good with outstanding features**

- 116 The findings of the inspection team agree with the judgement of the school in its self-evaluation report. In awarding a higher grade for this key question than that which it awarded for KQ1, the team recognises the fact that the number of pupils with SEN had a negative impact on previous overall standards, and that standards are now rising visibly in KS2, due to the positive contribution of leadership at all levels.
- 117 The headteacher provides calm, purposeful and effective leadership, ably supported by the deputy headteacher, which provides the school with a clear sense of direction.
- 118 The great emphasis the school places on respect and equality of opportunity for all, and the degree to which this is reflected in all aspects of school life, is an outstanding feature. Relationships at the school, at all levels, are very good.

- 119 Subject leaders take a pro-active role in the development of their subjects and the school in general. Each member of staff, whether teaching or non-teaching, plays an important and clearly defined role in the school's success and there is very effective team work. The school attained Investors in People status for the third time in 2008.
- 120 Very good account is taken of national priorities. The school's commitment to initiatives and awards such as the Pembrokeshire Health Promoting Schools Scheme, the Eco Schools Award and Active Mark Cymru is an outstanding feature.
- 121 The school's effective partnerships with further education institutions such as Aberystwyth University and Pembrokeshire College provide invaluable opportunities for leadership training and the school plays an active role in the work of the Bro Gwaun family of schools.
- 122 There is a systematic approach to target-setting, which involves staff at all levels. Pupil targets are set at class, cohort and school level and the open approach to target-setting even leads to pupils suggesting targets for staff at classroom level, such as in relation to the use of the Welsh language.
- 123 Well-established structures are in place for monitoring and supporting the performance of all members of staff. Clear performance management procedures such as lesson observation and the setting and reviewing of objectives inform the school's training needs.
- 124 Individual members of the governing body undertake specific responsibilities and regularly visit the school to meet with subject co-ordinators and monitor the quality of provision. Through these visits, and through discussions on the detailed reports they receive from the headteacher, the governing body is very well-informed about the school's strengths and areas for development. This is an outstanding feature.
- 125 Governors meet regularly throughout the school year and fulfil all statutory requirements. Appropriate policies are in place and these are monitored and reviewed on a regular basis. The governing body greatly benefits from the services and advice provided by the local authority (LA) through its Service Level Agreement for Governor Support.

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

**Grade 2: Good features and no important shortcomings**

- 126 The inspection team's findings do not agree with the grade 1 judgement made by the school in its self-evaluation report. Whilst acknowledging the many good features in the school's self-evaluation practices, the inspection team did not feel that there was sufficient evidence of outstanding features to justify the higher grade.
- 127 The school has a well-established culture of self-evaluation, which includes all members of staff, governors, pupils, parents, the community and the LA.

- 128 At the end of a child's period in the Early Years, KS1 and KS2, their parents are sent questionnaires inviting their perceptions on various aspects of the school's work. The outcomes of these questionnaires, which tend to be very positive, are duly analysed and inform the school's self-evaluation report.
- 129 Pupils are closely involved in the self-evaluation process through their various groups and councils. Pupils set out to gain the views of other pupils and have been able to make an important contribution to the improvement of the school in a variety of ways.
- 130 Subject co-ordinators gather first hand evidence in relation to strengths and weaknesses in their subjects from a range of sources including lesson observation and regular scrutiny of pupils' work. They produce useful reports, including reference to attainment where appropriate, which they present in person to the governing body.
- 131 Reviews of literacy and science by LA officers in the past year have provided a valuable external perspective to the school's self-evaluation and school improvement.
- 132 Governors are very well-informed about the school's performance and there is a close link between subject co-ordinators and individual members of the governing body who take an active interest in their subjects.
- 133 The self-evaluation report is a good quality document, which identifies outstanding features, good features and priorities for improvement. There is a good match between the issues identified in the self-evaluation report and the targets in the SDP.
- 134 The current SDP is a purposeful document which identifies, in some detail, the targets to be achieved in the current and part of the next academic year, along with clear actions and costs. From the next calendar year, however, priorities are listed in bullet point with no indication of how they will be addressed or what level of finance would be necessary to secure their improvement.
- 135 The inspection team's findings agree with the school's judgements in five of the seven key questions. In KQ1 and KQ6, the team did not find sufficient evidence of outstanding features to justify the grade awarded by the school, as explained in the opening paragraphs of those key questions.
- 136 The school has made good progress in addressing the key issues identified in the inspection report of 2002 and can also identify a number of areas where it feels that the self-evaluation and planning for improvement cycle has secured improvement. These include raising standards of behaviour, improving the attitude of pupils towards learning Welsh and developing the confidence and competence of staff in using ICT.

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

#### **Grade 1: Good with outstanding features**

- 137 The findings of the inspection team agree with the judgement of the school in its self-evaluation report. In awarding a higher grade than that which it awarded for KQ1, the team acknowledges the impact of a relatively high number of pupils with SEN on overall standards in recent years, and the positive impact effective management of

resources is now having on standards, as evidenced in the improvement in KS2 this year.

- 138 The school is staffed with an appropriate complement of qualified teachers which reflects a good balance from fairly recently qualified to very experienced practitioners. They have the knowledge and expertise to teach all aspects of the curriculum. In areas such as gymnastics, specialist staff are employed and they make an invaluable contribution to provision and standards of achievement.
- 139 Staff have a very clear understanding of their roles and responsibilities and are diligent and conscientious in the performance of those duties. Arrangements for providing staff with periods of planning, assessment and preparation (PPA) time are working effectively.
- 140 Suitably qualified support staff are highly effective in supporting teachers and pupils and they are deployed with some flexibility in order to maximise their value.
- 141 The quality, range and use of learning resources are outstanding features of the provision. There is a very good range of resources to support all areas of the curriculum. Pupils have good access to ICT equipment in all classes and the interactive whiteboards are used extensively in the teaching across the school.
- 142 The building is bright, clean and welcoming for pupils, staff and visitors. The colourful wall-displays in the classrooms and corridors make a very effective contribution to the very positive learning environment.
- 143 Whilst the building is generally sound, the flat roof is in need of repair and the governing body has committed a large sum of money to the Diocesan Education Fund to place a pitched roof on the main building in 2009-10. The school has suitable toilet and access facilities for pupils, staff and visitors that may be disabled.
- 144 Most classrooms and the outside play areas are rather small. However, outstanding use is made of the space available in and around the school. The development of the school grounds, in particular, has provided a rich additional source of learning as has the nearby leisure centre and all-weather play area. The arrangements for using these off-site facilities work very effectively indeed.
- 145 Day to day management runs very smoothly with very good clerical support provided by the part-time administrative assistant.
- 146 Financial management is good. The finance sub-committee meets on a regular basis and both school and governing body are well-supported by the LA finance officer. A high level of awareness of external funding and strong grant applications have brought in significant additional funding and resources.
- 147 With staffing and energy costs around average for the county, and numerous good and sometimes outstanding features across the key questions, the school offers very good value for money.

## Standards achieved in subjects and areas of learning

### Under 5s

#### Language, literacy and communication skills

##### Grade 2: Good features and no important shortcomings

##### Good features

- 148 In line with their age and stage of development, the majority of the children listen attentively and speak confidently about their experiences. They use their developing vocabulary with increasing fluency to express their thoughts and feelings. They listen and respond well to stories and are able to predict some simple rhyming words in the story of The Three Little Pigs.
- 149 They communicate well and interact purposefully in role- play and are very enthusiastic whilst working with puppets in the puppet theatre.
- 150 Children enjoy looking at books and handle them carefully enjoying quiet time in the classroom library, where children can sit down comfortably and quietly. They enjoy playing word games and matching words on the computer.
- 151 Most children have good motor control and are able to conduct themselves well as writers. Older children are confident in writing simple phrases independently with the support of a wordbook and most enjoy using a variety of implements to fulfill basic writing experiences. They are able to sing some Welsh nursery rhymes but do not receive many opportunities to sing Welsh songs and use incidental Welsh.

##### Shortcomings

- 152 There are no important shortcomings.

#### Personal and social development

##### Grade 1: Good with outstanding features

##### Outstanding features

- 153 Pupils and teaching staff demonstrate great care and respect towards one another.

##### Good features

- 154 Most children are aware of the importance of sharing and taking turns. They understand that they are expected to listen when others are talking. This is demonstrated to a very high level during Circle Time. Here children listen for extended periods of time and are asked to contribute through the use of Talking Tigger. Following the theme 'We are all different and we are all special', children respond in a very mature manner showing great sensitivity to others and by offering support to Jimmy, the puppet who has no friends.

155 Very good relationships are established between children and adults in the class. Most children interact well in their groups and concentrate on their activities. They explore new experiences with confidence and seek help when needed. They demonstrate independence in selecting resources and in their personal hygiene.

### **Shortcomings**

156 There are no important shortcomings.

## **Mathematical development**

### **Grade 2: Good features and no important shortcomings**

#### **Good features**

157 The children are able to say and use number names in familiar contexts. They are able to post letters for Postman Pat in the correct houses and can determine whether a number is greater or smaller than 20. They count in twos with confidence and have a good understanding of odd and even numbers. Older children can compare, sort, order, sequence and count familiar objects.

158 Children know number rhymes such as Sing a Song of Sixpence and using this rhyme as a prompt are able to work with bonds of six, and count on and back from 24. Children understand the purpose and use of money and are able to match coins to prices in the shop. They are able to recognise 2-D and 3-D shapes and identify simple features. They have a generally good understanding of mathematical language.

### **Shortcomings**

159 There are no important shortcomings.

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

### **Grade 2: Good features and no important shortcomings**

#### **Good features**

160 Children are able to discuss the area in which they live and their homes. They are able to compare the differences between their lifestyles and that of a Victorian family. Using photographs of their recent visit to Scolton Manor, children are able to engage in a meaningful discussion about life in Victorian times. They can distinguish between objects from the past and their function and have a basic understanding of how homes were heated and lit in Victorian times.

161 Children are able to identify workers by characteristics such as postman, teachers and mechanics and are adept at playing simple games on the computer. They are aware of the seasons and are able to follow pictorial instructions for the day's timetable.

### **Shortcomings**

162 There are no important shortcomings.

## **Physical development**

### **Grade 2: Good features and no important shortcomings**

#### **Good features**

- 163 Most children are able to change into their shorts and T-shirts with little or no help from the adults. They move confidently around the hall during the lesson, with most children keeping a good focus on the activities. Children listen to and respond well to warm up activities and are aware of the increase in heartbeat. They are also aware of the importance of the cooling down session.
- 164 Children are able to hop, jump and skip with good body control and demonstrate a good awareness of space. Most show good co-ordination and are able to catch and throw small equipment accurately. They use a range of small and large equipment for balancing and climbing with increasing skill and ability. They demonstrate good developing control of their fine motor skills when using scissors, modelling tools and writing tools.

#### **Shortcomings**

- 165 There are no important shortcomings.

## **Creative development**

### **Grade 2: Good features and no important shortcomings**

#### **Good features**

- 166 Children enjoy singing The House Song and then discussing the various types of homes in the song. They listen to, and repeat, rhythms and sounds and are able to create simple pictorial scores. Using simple percussion instruments, or by clapping, they are then able to perform their scores in front of the class. Children work confidently using a range of materials to create pictures to express their feelings. They enjoy opportunities for imaginative play, and role-play, especially in the Tŷ Bach Twt. They show increasing ability to use their imagination to listen and to observe.

#### **Shortcomings**

- 167 There are no important shortcomings.

<b>Science</b>
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### **Key Stage 1: Grade 2: Good features and no important shortcomings**

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

#### **Good features**

- 168 In both key stages, pupils undertake a good range of practical work and make appropriate use of resources and equipment. They make clear progress in their investigative skills as they progress through the school.

- 169 Throughout KS1 and KS2, pupils develop a growing understanding of the importance of healthy eating and exercise to ensure a healthy lifestyle.
- 170 Most pupils in Y1 and Y2 show good awareness when sorting and grouping objects according to their properties, such as materials that are man-made and those that are natural.
- 171 Some KS1 pupils offer sensible predictions as to what may happen before they start their investigation whilst previous work indicates that they begin to explain, in simple terms, the changes that take place in processes such as making a pancake.
- 172 KS1 pupils make good use of drawings, simple diagrams, graphs and even digital cameras when recording the outcomes of their investigations. Some can suggest their own methods of recording and draw clear and accurate conclusions in relation to their findings.
- 173 Pupils in lower KS2 explore and suggest ways of changing the pitch produced by vibrating objects with growing independence. They investigate sensibly, and with considerable enjoyment, the variety of sounds that can be produced using straws, bottles and pipes. Some show considerable focus when discussing, in their groups, the degree to which the sound may be affected by factors such as the amount of air in the straw or water in the pipe.
- 174 Older KS2 pupils have a good recall and understanding of previous work and predict, measure and control variables with growing skill. Many use appropriate scientific language and think carefully about the need for accuracy in their measurements. At this stage, a significant number of pupils are clear and concise in their conclusions.
- 175 Across KS2, pupils record and present their findings in a variety of effective ways, often making very good use of their ICT skills in this context.

### **Shortcomings**

- 176 In both key stages, a significant minority of pupils find it hard to articulate or explain their findings orally or record the outcomes of their investigations in tables or graphs.

<b>History</b>
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**Key Stage 1: Grade 2: Good features and no important shortcomings**

**Key Stage 2: Grade 1: Good with outstanding features**

### **Outstanding features**

- 177 Pupils' research is often of an outstanding quality and is used by teachers as a resource and stimulus for further lessons, such as when a KS2 pupil interviews his neighbour about her wartime experiences using a MP3 player.
- 178 KS2 pupils show very good understanding and empathy with people in the past such as when conveying – orally or in writing - how contemporary people must have felt during the Aberfan disaster.

### **Good features**

- 179 Throughout the school, pupils show an appropriate knowledge of words and conventions that relate to the passing of time. They also show a growing creativity and the skilful use of ICT for researching, recording and presenting their work.
- 180 Pupils in Y1 and Y2 talk, with confidence, of the Apollo moon landing in 1969. Some recall significant facts such as Neil Armstrong's precise words and proceed to explain that craters and footprints will remain on the moon's surface unless removed.
- 181 KS1 and younger KS2 pupils suggest ways of attacking and defending castles, using appropriate terms such as moats, catapults and murder holes. Most talk with confidence and enjoyment about visits to historical sites such as Carew Castle.
- 182 Some KS1 pupils show good research skills in discovering interesting facts about the roles of the various people that would live in a castle. Able pupils at this key stage can write with understanding about issues from the past in the form of letters, diaries or newspaper articles. In doing so, they frequently display a growing understanding of how people may have felt at the time, such as when conveying the fears of a castle inhabitant facing a siege.
- 183 KS2 pupils explore and experiment with artefacts from the past, such as medals and helmets from the war or contemporary magazines and clothes from the 1960s. When engaged in their own research projects, they refer naturally and easily to artefacts and pictures stored or displayed in the classroom. Throughout KS2, pupils show considerable skill and enthusiasm when interviewing local people and visitors such as in relation to wartime and post-war history.
- 184 Pupils in KS2 apply their chronological skills very well when studying issues in the past. They show a very good knowledge and understanding of periods they have studied, such as the assassinations of the 1960s, and can explain, with confidence, why cities rather than towns were more likely to experience air-raids.
- 185 Older KS2 pupils call on a variety of primary and secondary sources when carrying out their research. They show a good understanding of how people in the past lived and role-play with sensitivity the perspective of people in the past, using a variety of forms such as letters, scripts, articles, tables and diagrams.

### **Shortcomings**

- 186 There are no important shortcomings.

<b>Art</b>
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**Key Stage 1: Grade 2: Good features and no important shortcomings**

**Key Stage 2: Grade 1: Good with outstanding features**

### **Outstanding features**

- 187 The understanding and quality of design and reproduction of cartoon characters by pupils at KS2 is an outstanding feature.

188 The awareness of the Pop Art genre by considering the work of Andy Warhol and Roy Lichtenstein is an outstanding feature. The pieces of art work produced are of a very high standard and convey the mood and atmosphere of the 1960s very well.

### **Good features**

- 189 In KS1, pupils experiment with a viewfinder to explore different ways of framing images and are given the freedom to explore line, shape, colour and texture in natural forms. They have an understanding of simple collage techniques explored through the use of textiles.
- 190 Good focus is given to exploring shape and pattern in buildings. Group work allows pupils opportunities to plan, design and then enlarge their original design using different media. Pupils use a variety of methods to record their ideas such as charcoal, pastels, printing, painting and sticking and have a good understanding of different artistic elements such as shape, texture, line and symmetry.
- 191 KS1 pupils co-operate well and are directed into good discussions relating to the different possibilities used to produce creative collages.
- 192 In KS2, pupils are able to explore and convey the atmosphere and story of a dream. They are able to explore different viewpoints within the school environment as a setting for their dream.
- 193 Pupils, having researched past designs and functions of a chair, are able to design their own chair specifically for a particular character.
- 194 Pupils investigate patterns in textiles from different times and cultures and are able to use these ideas as a starting point for developing their own ideas. They work with stencilling and printmaking techniques and explore ways of combining and organising shapes, colours and patterns to make decorative textile pieces. Good work has been created from an awareness of how aboriginal art portrays a personal journey.
- 195 Welsh Artist Kyffin Williams was the focus for experimentation with different media such as acrylic paint, oils or pva mixed with paint and experimentation with different tools. Rural and urban landscape was the starting point for recording observations through drawing and photography.
- 196 Questioning techniques ensure that pupils are constantly challenging their own and others' thoughts and ideas. Pupils discuss and compare their work leading to purposeful self and peer evaluation.
- 197 Pupils at both key stages make good use of sketchbooks, and portfolios and class books are used appropriately to display work. ICT is used effectively as a resource for research and image manipulation.

### **Shortcomings**

198 There are no important shortcomings.

## Music

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

### **Key Stage 2: Grade 1: Good with outstanding features**

#### **Outstanding features**

- 199 In KS2, pupils' skills in composing, appraising, editing, recording and broadcasting are outstanding features.
- 200 Pupils' appraising skills are very good in KS2. They listen attentively to their own and others' music in order to make distinctions within the musical elements. They confidently discuss and evaluate music and frequently record, edit and broadcast their compositions on the Radio Waves website.

#### **Good features**

- 201 KS1 pupils imitate musical patterns and sing along with songs whilst listening to a recording. They listen carefully and sing in tune, with clear diction. Pupils are able to follow rhythms on the interactive whiteboard, clapping correctly and naming and identifying notes such as crotchets and quavers. They can play a wide range of tuned and un-tuned instruments keeping both a steady beat and portraying mood and atmosphere.
- 202 Pupils in KS1 have a good understanding of the musical elements and demonstrate pitch, duration, dynamics and structure in their compositions. They investigate the types of materials used in the making of instruments and design and make their own instruments.
- 203 They listen to various pieces of music from around the world and can recognise and describe the sounds. KS1 pupils work well in groups and listen attentively to their own and others' music and discuss the effectiveness of their compositions and how they can be improved. They record their own composition using an MP3 player.
- 204 As pupils move through KS2 they become increasingly aware of the mechanics of singing. They consider the importance of breathing and posture and their effect upon diction, dynamics, phrasing, pitch and duration. They are able to imitate, memorise, internalise and recall musical patterns and songs. They have a good understanding of vocabulary and demonstrate this by following instructions such as 'legato'.
- 205 In KS2, pupils listen attentively to pieces of music and confidently identify the different moods portrayed. They perform 'Rap' music with enthusiasm, continually working together to improve upon their composition and performance.
- 206 Pupils in KS2 compose and arrange music in response to a wide range of stimuli. They are able to create, select and organise many different percussion instruments to produce a specific atmosphere.
- 207 ICT software is used very well within the music lessons, helping to maintain focus and enthusiasm. Pupils successfully use programmes such as 2 Simple Software to turn

personal pieces of artwork created on the computer into compositions of music. They show great confidence in the use of MP3 players for recording and editing work.

- 208 Pupils at both key stages benefit significantly from specialist and team teaching. Regular involvement with external providers such as the *Welsh National Opera*, *National Orchestra of Wales*, *Drumming* and *Samba Workshops* help to create a rich musical environment for all pupils.

### **Shortcomings**

- 209 There are no important shortcomings.

## **Physical Education**

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

### **Key Stage 2: Grade 1: Good with outstanding features**

#### **Outstanding features**

- 210 Y5 and Y6 pupils respond very well to the challenges set for them by their teacher, maintaining high levels of concentration and intensity throughout the session. Many of these pupils display outstanding hockey, football and general ball-handling skills.
- 211 The sensitivity and ability with which older KS2 pupils suggest and articulate improvements to each other's performances is an outstanding feature.
- 212 The degree to which gender stereotyping is rejected in physical education is another outstanding feature, particularly amongst older pupils where boys excel at hockey and girls at soccer.

#### **Good features**

- 213 In both key stages, all pupils and staff change and dress appropriately for physical education.
- 214 Most KS1 pupils show considerable focus and attention during their warm-up to music. They are very responsible in their use of equipment and some can suggest ground rules for gymnastic sessions.
- 215 Following the stimulus of a story, KS1 pupils can imitate the actions of a monkey on a journey by running on their toes, jumping and bouncing around the hall. The majority show good form and balance in doing so and when asked to freeze, they can hold the movement for 10-15 seconds.
- 216 In gymnastic sessions, pupils rehearse set movements together in order to produce a whole-class performance, responding well to suggestions for improvement. In these sessions, many pupils show very good skill with the ribbon and ball.
- 217 KS1 pupils are confident enough to demonstrate their movements to the rest of the class and many are prepared to identify particularly good movements by others.

- 218 Throughout KS2, pupils show very good understanding of the reasons for a warm-up and can offer sensible and mature suggestions on the effect of exercise on the mind and body, often using appropriate terms such as dehydration without prompting.
- 219 Lower KS2 pupils are able to perform a range of activities with good skill and control, such as skipping, passing a ball, stepping or stride jumping over a bench. They show commitment and persistence in their circuit training even when fatigue starts to set in.
- 220 Pupils in Y5 and Y6 display a good knowledge of gymnastic movements such as chasse, bridges and shoulder-stands and link these very well when planning a group sequence. Many of these movements are performed to a very high standard.
- 221 Older pupils communicate and work very well together, whether in planning a gymnastic sequence or finding space in ball-handling sessions.

### **Shortcomings**

- 222 Some KS1 pupils lack concentration and stray off task during gymnastic activities.

### **School's response to the inspection**

The community of Holy Name Catholic Primary School wish to thank the inspection team for the professional and courteous manner in which the inspection process was conducted.

The subsequent report, which recognises so many outstanding features of our school, reflects the consistent hard work and dedication of all staff and members of our school community.

We are very proud of our achievements. We are also pleased that alongside the very high standards of teaching, learning and management identified within our school, the report also highlights many outstanding features which contribute to our supportive learning environment, permeated by Christian values, where our commitment to social inclusion is described as "exemplary".

We will strive to maintain and build on this success.

## Appendix 1

### Basic information about the school

Name of school	Holy Name V.R.C. School
School type	Nursery and Primary
Age-range of pupils	4-11
Address of school	Vergam Terrace Fishguard Pembrokeshire
Postcode	SA65 9DF
Telephone number	01348 872506

Headteacher	Mrs S. M. Robb
Date of appointment	1997
Chair of governors/ Appropriate authority	Mrs B. Griffiths
Registered inspector	Mr A. M. Rees
Dates of inspection	30/06/08 – 02/07/08

## Appendix 2

### School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	0	25	17	21	20	15	20	18	136

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	6	3	6.9

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	19:1
Pupil: adult (fte) ratio in nursery classes	n/a
Pupil: adult (fte) ratio in special classes	n/a
Average class size, excluding nursery and special classes	27
Teacher (fte): class ratio	1.4:1

Percentage attendance for three complete terms prior to inspection			
Term	Nursery	Reception	Rest of school
Autumn 2007	n/a	93%	94%
Summer 2007	n/a	89%	93%
Spring 2008	n/a	92%	92%

Percentage of pupils entitled to free school meals	11%
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 2007			Number of pupils in Y2:		21		
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher assessment	School	0	0	24	48	29
		National	0	3	14	63	20
En: reading	Teacher assessment	School	0	0	24	43	33
		National	0	4	15	55	26
En: writing	Teacher assessment	School	0	0	33	67	0
		National	0	5	16	68	11
En: speaking and listening	Teacher assessment	School	0	0	5	62	33
		National	0	2	11	64	23
Mathematics	Teacher assessment	School	0	0	0	62	38
		National	0	2	11	65	22
Science	Teacher assessment	School	0	0	5	90	5
		National	0	1	9	66	24

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	76.2%	In Wales	80.1%

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

#### National Curriculum Assessment Results: End of key stage 2:

National Curriculum Assessment KS2 Results 2007			Number of pupils in Y6		16						
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	0	0	6	19	31	44
		National	0	0	0	0	1	4	16	50	29
Mathematics	Teacher assessment	School	0	0	0	0	0	0	31	38	31
		National	0	0	0	0	1	3	15	50	30
Science	Teacher assessment	School	0	0	0	0	0	0	19	37	44
		National	0	0	0	0	0	2	12	53	32

Percentage of pupils attaining at least level 4 in mathematics, science and either English or Welsh (first language) according to teacher assessment			
In the school	69%	In Wales	74.1%

D Pupils who are excepted under statutory arrangements from part or all of the National Curriculum  
A Pupils who have failed to register a level because of absence  
F Pupils who have failed to register a level for reasons other than absence  
W Pupils who are working towards level 1

## Appendix 4

### Evidence base of the inspection

Three inspectors spent a total of seven inspector days in the school. A peer assessor also formed part of the inspection team and was present on all three days. As the school decided not to appoint a nominee, the registered inspector met with the headteacher at the end of each school day.

Before the inspection, the team:

- met with the headteacher, staff, governing body and parents;
- considered the school's self-evaluation report;
- analysed questionnaires from fifty parents, seventeen of whom enclosed additional comments or letters;
- scrutinised a range of documentation from the school.

During the inspection, the team:

- visited 33 lessons or sessions, including all classes;
- observed daily acts of collective worship;
- observed extra-curricular activities during lunch time and after school.

Meetings were held with:

- the headteacher;
- subject co-ordinators;
- school staff;
- a representative from the secondary school;
- groups of pupils and the school council.

The team also:

- spoke to pupils about their work;
- observed pupils' behaviour throughout the day;
- reviewed a range of documentation provided by the school and local authority;
- scrutinised a range of pupils' past and current work from across the age-range.

Post-inspection meetings were held with the headteacher, staff and governing body to discuss the findings of the inspection.

## Appendix 5

### Composition and responsibilities of the inspection team

Team member	Responsibilities
Alun Rees Registered Inspector	Context; Summary; Recommendations; Annexes; Key questions 1, 5, 6, 7; science, history; physical education.
Catrin Griffiths Team Inspector	Key questions 2, 3, 4; early years, art and music
Janet Warr Lay Inspector	Contributions to key questions 1, 4 and 5
Alyson Warden Peer Assessor	Visiting classes and extra curricular activities, reviewing pupils' work and talking to pupils

### Acknowledgement

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

### Inspection Contractor

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