

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

A Report on the Quality of Education in

**Hook Community Primary School
Newtown Road,
Hook,
Pembrokeshire
SA62 4ND**

School Number: 668/2228

Date of Inspection: 6/01/09

by

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15942**

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Hook Community Primary School was inspected as part of a national programme of school inspection. The purpose of inspection is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents information about the performance of their child's school.

The inspection of Hook Community Primary School took place between 6th and 8th of January 2009. An independent team of inspectors, led by Robert Alun Isaac, 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 judgments in this report is as follows:

Grade 1	good with outstanding features
Grade 2	good features and no important shortcomings
Grade 3	good features outweigh shortcomings
Grade 4	some good features, but shortcomings in important areas
Grade 5	many important shortcomings

There are three types of inspection.

For **all** inspections, there is a written report on seven key questions.

For **short** inspections, there are no subject reports.

For **standard** inspections, there are also reports on six subjects.

For **full** inspections, there are also reports on all subjects.

Estyn decides the kind of inspection that a school receives, mainly on the basis of its past performance. Most schools receive a standard inspection. All nursery schools, special schools, pupil referral units and any new or amalgamated schools receive a full inspection.

This school received a **standard** inspection.

Year groups and key stages

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

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

Primary phase:

Year	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

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

The national curriculum covers four key stages as follows:

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

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Report by Robert Alun Isaac
Hook Community Primary School 6th January 2009

Context

The nature of the provider

1. Hook Community Primary is a small school, situated about five miles south of Haverfordwest in Pembrokeshire. It serves the communities of Hook, Freystrop and Deerland. The number of learners on roll is 85 attending full-time and eight in the nursery attending part-time. With total numbers on roll at 89 (full-time equivalent), this represents an increase since the nursery opened in April 2008, although numbers have fluctuated in the six years since the last inspection. All learners are drawn from rural areas, which are described as neither prosperous nor disadvantaged. Thirteen per cent are eligible for free school meals and this is below the national average.
2. The intake includes the full range of ability and overall is broadly average. Twenty-three learners or 27 per cent are on the register for special educational needs (SEN); this is above the national average. No learners have a statement of SEN. Seven children under five years of age with SEN are on the early years action stage. One older pupil is on a school action plan and fifteen are on the school action plan plus. No learners use English as an additional language, although a few have minority ethnic backgrounds, and none uses Welsh as a first language or is looked after by the local authority.
3. There are three classes for learners in reception and key stages 1 and 2 and the school accommodates a playgroup for children aged between two and three. Class 1 caters for 35 learners from reception and Years 1 and 2, as well as for the nursery children in the afternoons. Class 2 caters for 32 pupils from Years 3 and 4 and Class 3 caters for 18 pupils from Years 5 and 6 and is jointly taught by the headteacher and another teacher.
4. The present headteacher was appointed in 1987 and the school was last inspected in March 2003. Since then there have been improvements to the school's accommodation for children aged under five.

The school's priorities and targets

5. The school's general aims include ensuring that each child is received into a welcoming and secure atmosphere where he or she will be given the opportunity to fulfil his or her potential academically, physically, aesthetically, socially, psychologically and spiritually. The professed aim of the staff is to provide a quality education for all learners.
6. The school has adopted the following priorities and targets in its development planning:
 - attend to those areas that are judged to be satisfactory so that standards are raised to good or better;

- involve pupils in evaluating their achievements and setting targets for improvement;
- purchase additional resources for geography, religious education and general reading books in English and reference books for a school library;
- devise a homework policy with clear aims and procedures;
- devise formal policies for child protection, inclusion and accessibility;
- ensure that the annual reports to parents are evaluative and inform parents about pupils' strengths and weaknesses;
- produce a whole school self-evaluation statement that expresses more specific medium and long term targets as part of planning for improvement;
- install, as a matter of some urgency, a security system for the school buildings;
- improve the quality of the playground surface and provide a secure play area for children aged under-five; and
- ensure that the school prospectus fully complies with statutory requirements

Several of these priorities have already been addressed.

7. The school is currently focusing on the following targets:

- ensuring that Curriculum 2008 is implemented effectively and immediately throughout key stage 2 with a strong emphasis upon a topic based approach underpinned by skills based learning;
- implementing the foundation phase from nursery to Year 2 from September 2008 onwards;
- improving pupils' skills in comprehension; and
- managing the inspection process and that of self-evaluation.

Summary

8. Hook Primary is a good school where learners achieve above average standards, the curriculum is increasingly innovative, teaching is effective and leadership and management are good. The school gives good value for money and its pupils are well prepared for lifelong learning.

Table of grades awarded

Key Question	Inspection grade
1 How well do learners achieve?	Grade 2
2 How effective are teaching, training and assessment?	Grade 2
3 How well do the learning experiences meet the needs and interests of learners and the wider community?	Grade 2
4 How well are learners cared for, guided and supported?	Grade 2
5 How effective are leadership and strategic management?	Grade 2
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 2

9. The inspection team agreed with the grades the school awarded itself in its self-evaluation report in all seven key questions. This indicates the accuracy of its self-appraisal.

Standards

10. Overall, standards of achievement are good and have been maintained since the last inspection.
11. In 2008, at the end of key stage 1, the proportion of pupils that attained at least Level 2 in English was in line with the national average, whilst the proportion that attained at least Level 2 in mathematics and science was well above the national average. The proportion that attained Level 3 was much higher than the national average in reading and mathematics, but below average in writing and science. The key stage 1 collective results for pupils who attained at least Level 2 in all three core subjects were above the national average but below similar schools. Boys did as well as girls.
12. In 2008 at the end of key stage 2 the proportion of pupils that attained at least Level 4 was slightly below the national average in English and mathematics, but well above average in science. The proportion that attained Level 5 was

higher than the national average in English and mathematics, but below average in science. The key stage 2 collective results for pupils who attained at least Level 4 in all three core subjects were well below the national average and similar schools. Boys did as well as girls.

13. Overall standards in English, mathematics and science have varied over the last four years in both key stages. The number of pupils in Years 2 and 6 has fluctuated between five and ten each year and each pupil can represent at least ten per cent of the school's assessment data. This reduces the statistical validity of annual assessment figures and benchmarking data and so the conclusions drawn can only be tentative. Boys and girls tend to achieve similarly over the long term.
14. The grades awarded for standards achieved in the subjects inspected were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
13%	74%	13%	0%	0%

15. These percentages are similar to those awarded in the last inspection. They compare well with the national figures published in the Annual Report of Her Majesty's Chief Inspector (HMCI) for 2006-7, where 80 per cent of standards in primary schools in Wales are Grade 2 or higher; 13 per cent in the school have outstanding features, which is above the national average.

Standards in areas of learning for the under-fives

	Nursery	Reception
Personal and social development, well-being and cultural diversity	Grade 2	Grade 2
Language, literacy and communication skills	Grade 2	Grade 2
Mathematical development	Grade 2	Grade 2
Welsh language development	Grade 2	Grade 2
Knowledge and understanding of the world	Grade 2	Grade 2
Physical development	Grade 2	Grade 2
Creative development	Grade 2	Grade 2

16. Initial assessments show that when children join the school in the nursery their attainments are often about average. From the nursery and reception classes onward they learn quickly and effectively, although the development of their skills in independent learning outdoors is limited due to a lack of access to an outside area immediately adjacent to their classroom.
17. The overall quality of the educational provision for the under-fives is appropriate to their needs and children make good progress towards the foundation phase outcomes.

Grades for standards in the six subjects inspected

Subject	Foundation Phase	Key Stage 1	Key Stage 2
Under-fives	Grade 2		
English		Grade 2	Grade 2
Design Technology		Grade 2	Grade 2
History		Grade 2	Grade 2
Music		Grade 3	Grade 3
Physical education		Grade 2	Grade 2

18. Learners, including those with additional learning needs (ALN) and those in vulnerable circumstances, make good progress in gaining knowledge, understanding and skills. Their standards and progress in speaking, listening, reading and writing across the curriculum are good. The writing of older pupils, in particular, displays good features and they use language well to communicate their ideas. Standards in the use of numeracy and information communications technology (ICT) are also good.
19. Standards in the use of incidental Welsh have good features but also some shortcomings, involving a lack of fluency, because learners do not have enough opportunities to use Welsh in other subjects.
20. Learners' personal, moral, social and wider development is outstanding. Their behaviour is good and they are sociable, polite and welcoming to visitors. Most have positive attitudes to their work and play. They listen carefully to their teachers and settle quickly to their tasks. A particularly good feature is the way in which they work collaboratively in pairs and small groups. They achieve well in personal and social education (PSE) and in creative and problem solving activities. However, they are relatively unaware of their strengths and weaknesses and of how they might improve their work.
21. Attendance rates for the past three terms average 94.9 per cent, a figure that is higher than that nationally and for similar schools. Learners are punctual and lessons start promptly.
22. Learners demonstrate an excellent awareness of equal opportunities issues and show a genuine respect for faiths and cultures that differ from their own. They are tolerant, open-minded and accepting of diversity within their school, their community and the wider world. They have a good understanding of the world of work and their local community.

The quality of education and training

23. The grades awarded for the quality of teaching in the lessons observed were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
16%	65%	19%	0%	0%

24. These percentages are similar to the national figures published in HMCI's Annual Report for 2006-7 where teaching in primary schools in Wales is at

least good in 80 per cent of lessons. Within this proportion the school has 16 per cent with outstanding features, which is a little above the national average.

25. Where teaching is good or has outstanding features, these include quiet encouragement, high expectations with clear instructions, very good individual support, very well established classroom procedures and routines, a good pace to lessons, clear learning objectives and appropriate use of a variety of learning strategies.
26. Teaching often has outstanding features in many lessons in older key stage 2. Where there are shortcomings, the pace is too slow and there is a lack of differentiation and an over reliance on the use of unchallenging work sheets in KS2.
27. Teachers, support staff and volunteers work effectively as a team to provide a wide range of purposeful, exciting learning tasks for nursery and reception children. This ensures that learning is well focused on communication and language and the development of personal and social skills.
28. Teachers provide good role models for learners and the atmosphere of mutual respect encourages success. Consistent use of praise and encouragement helps to raise self-esteem significantly. All learners are treated equally with respect to their race, gender and ability.
29. Incidental Welsh is used regularly by most teachers and teaching assistants within day-to-day routines. However, in general teachers do not provide sufficient opportunities for learners to use and develop bilingual skills in all the subjects taught.
30. Teaching assistants and learning support assistants are very effective in their roles and make a valuable contribution to the quality of teaching and learning.
31. Assessment, recording and reporting procedures have good features and no important shortcomings and meet statutory requirements in full.
32. The school's curriculum provides learners with a rich environment for learning and caters for their needs and interests with a range of interesting experiences. It is broad, balanced and accessible to the full range of learners and meets statutory requirements. Long term planning is good and schemes of work are well written.
33. The school is in the process of delivering the new arrangements for the foundation phase and the revised national curriculum in key stage 2 through a skills based approach. It is already experiencing success in both of these initiatives.
34. The school ensures that learners develop their basic and key skills to a good level. These are identified in planning and monitored closely by the headteacher and other teachers. The promotion of PSE is good and learners enjoy a good range of extra-curricular activities.

35. Learners' awareness of education for sustainable development and global citizenship is raised through their work in subjects such as geography and religious education. The school acts in a sustainable way and learners are very aware of the effects of litter and pollution on the environment. They are successfully encouraged to see themselves as citizens of the wider world.
36. The school's provision for spiritual, moral, social and cultural development is good. Spiritual development is promoted well through daily acts of collective worship of a broadly Christian nature; statutory requirements are met. Visits from people of different faiths and other visitors make a significant contribution. Assemblies promote a strong sense of community in the way they celebrate achievement.
37. Teachers provide good role models to exemplify the school's moral code and the school employs a wide range of strategies to develop appropriate moral values. Learners willingly accept the school rules. They learn how to relate to others and take responsibility for their own actions. They are provided with a clear understanding of how they can contribute to their community.
38. The school promotes cultural development well. Learners show a good awareness of the diversity of beliefs and cultures in Wales, the United Kingdom and the world.
39. The cwricwlwm Cymreig is well established through curricular links which build on the cultural, historical, environmental and linguistic characteristics of Wales. The culture and heritage of Wales are reflected well in the life of the school and a sense of pride in being Welsh is fostered successfully.
40. The school's partnerships with parents, other providers and interested parties are good and continue to develop well. These partnerships enrich the learning experiences and have a positive impact on the life and work of the school.
41. Parents are very supportive of the school and express satisfaction with its aims and values. Communication between school and home is well established and effective. A constructive home/school agreement is in place.
42. Links with other schools, colleges and the community are successful and positive.
43. The school makes good provision for work related education and has developed good working relationships with local businesses and relevant agencies. A range of well planned visits enhance learners' understanding of the world of work.
44. Learners are supported and guided well. Teachers give a high priority and close attention to their healthy development, safety and well-being. Relevant policies and practices are in place and risk assessments are carried out.

45. There is a good health and safety policy in place and procedures, such as fire drills, are well established. Learners are aware of the protocols relating to bringing medicines to school and what to do if there is an accident. Supervision at meal times and in the playground is appropriate.
46. The school has an effective policy and procedures in place to ensure learners are safe and well protected. Staff have been trained and are aware of the procedures to follow should the need arise. There is a designated child protection governor and the headteacher is the child protection officer. All staff have been checked by the Criminal Records Bureau (CRB).
47. Behaviour, attendance, punctuality and performance are monitored carefully and registers are properly maintained and correctly completed at the start of the day and after lunch
48. The school promotes a strong culture of inclusion; all learners, including those with ALN are fully integrated into all activities. The SEN co-ordinator (SENCo) is an experienced and enthusiastic teacher and record keeping is very good. There is also a nominated governor who monitors provision well.
49. The school's provision for equal opportunities is outstanding. The measures taken to monitor and eliminate oppressive behaviour, including racial discrimination, bullying and all other forms of harassment, are effective. Such incidents are rare and the school functions well as a caring community where all learners are equally valued.

Leadership and management

50. The school has a clear sense of its own educational direction and good standards are well promoted. The essence of the school's effectiveness is in the good team spirit between teachers, learners, adult assistants and the headteacher.
51. The headteacher leads the school well and his style is inclusive, committed and innovative. He has succeeded in reshaping and retaining an effective team, who give a clear sense of direction to the school's work. However, responsibilities are insufficiently delegated. There is currently no deputy headteacher.
52. The school development plan (SDP) covers many important areas and is well formatted, although its targets are not prioritised and timescales are not made clear.
53. The school develops the expertise of both teachers and teaching assistants. Performance management procedures successfully promote their continuing professional development. There is a good balance between meeting the professional needs of individual teachers and achieving the school's educational priorities.

54. Subject co-ordinators are closely involved in policy making and implementing workable schemes of work. They monitor and evaluate the quality of teaching and standards achieved in their subjects.
55. The quality of governance has good features which outweigh shortcomings. The governing body (GB) is committed to the school and is kept well informed through regular meetings with both teaching and support staff. All statutory requirements are fully met.
56. Leaders and managers evaluate and improve the school's quality and standards well. The self-evaluation processes are good and involve all staff, governors, parents and pupils appropriately.
57. Since the last inspection standards have been maintained and the curriculum and the quality of teaching have improved. ICT facilities have been upgraded significantly, human resources have been increased and the accommodation has been further enhanced.
58. The quality of staffing is good. The school has an appropriate number of teachers who are suitably qualified and who have a good range of expertise and experience, which is used well both in lessons and in the provision of extra-curricular experiences.
59. The quality of resources is good. Learners have access to appropriate high quality materials and equipment that match the demands of the curriculum. The quantity is generally good and well managed apart from the school's stock of library books, which has not been audited or replenished.
60. The school's accommodation has good features which outweigh shortcomings. Since the last inspection the school has made significant improvements, although more remains to be done in terms of a secure outdoor play area for children in the foundation phase, installation of a security system, shelter from inclement weather for pupils in Years 3 and 4 and improvements to the outdoor environment, staff toilets and the school office.
61. Financial management is good and the school meets its budget commitments. Priorities are set by the headteacher and the GB's finance committee. Good financial protocols enable the headteacher to manage the implications of maintaining a good level of staffing and resources. When the good standards of achievement are combined with the committed and inspired leadership of the headteacher, the school achieves good value for money.

Recommendations

The governors, headteacher and staff now need to:

- R1 raise standards in musical composition and appraisal in both key stages and in the use of Welsh in other subjects;
- R2 improve pupils' awareness of how well they are achieving and how they can improve their work further;
- R3 match work closely to the needs and abilities of all pupils and avoid an over reliance on worksheets;
- R4 improve development planning to include clear priorities and realistic timescales;
- R5 enhance further the outdoor arrangements and resources for children in the foundation phase; and
- R6 continue efforts to improve the school's accommodation.

N.B. Elements of all the recommendations are part of the school's current SDP.

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

62. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
63. Overall, standards of achievement are good and have been maintained since the last inspection.
64. In 2008, at the end of key stage 1, the proportion of pupils that attained at least Level 2 in English was in line with the national average, whilst the proportion that attained at least Level 2 in mathematics and science was well above the national average. The proportion that attained Level 3 was much higher than the national average in reading and mathematics, but below average in writing and science. The key stage 1 collective results for pupils who attained at least Level 2 in all three core subjects were above the national average but below similar schools. Boys did as well as girls.
65. In 2008 at the end of key stage 2 the proportion of pupils that attained at least Level 4 was slightly below the national average in English and mathematics, but well above average in science. The proportion that attained Level 5 was higher than the national average in English and mathematics, but below average in science. The key stage 2 collective results for pupils who attained at least Level 4 in all three core subjects were well below the national average and similar schools. Boys did as well as girls.
66. Overall standards in English, mathematics and science have varied over the last four years in both key stages. The number of pupils in Years 2 and 6 has varied between five and ten each year and each pupil can represent at least ten per cent of the school's assessment data. This reduces the statistical validity of annual assessment figures and benchmarking data and so the conclusions drawn can only be tentative.
67. The overall grades awarded for standards achieved in the subjects inspected were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
13%	74%	13%	0%	0%

68. These percentages are similar to those awarded in the last inspection. They compare well with the national figures published in the Annual Report of HMCI for 2006-7 where 80 per cent of standards in primary schools in Wales are Grade 2 or higher; 13 per cent in the school have outstanding features, which is above the national average.

Standards in areas of learning for the under-fives

	Nursery	Reception
Personal and social development, well-being and cultural diversity	Grade 2	Grade 2
Language, literacy and communication skills	Grade 2	Grade 2
Mathematical development	Grade 2	Grade 2
Welsh language development	Grade 2	Grade 2
Knowledge and understanding of the world	Grade 2	Grade 2
Physical development	Grade 2	Grade 2
Creative development	Grade 2	Grade 2

69. Initial assessments show that when children join the school in the nursery their attainments are often about average. From the nursery and reception classes onward they learn quickly and effectively, although the development of their skills in independent learning outdoors is limited due to a lack of access to an outside area immediately adjacent to their classroom.
70. The overall quality of the educational provision for the under-fives is appropriate to their needs and children make good progress towards the foundation phase outcomes.

Grades for standards in the six subjects inspected

Subject	Foundation Phase	Key Stage 1	Key Stage 2
Under-fives	Grade 2		
English		Grade 2	Grade 2
Design Technology		Grade 2	Grade 2
History		Grade 2	Grade 2
Music		Grade 3	Grade 3
Physical education		Grade 2	Grade 2

71. Learners, including those with additional learning needs (ALN) and those in vulnerable circumstances, make good progress in gaining knowledge, understanding and skills. Their standards and progress in speaking, listening, reading and writing across the curriculum are good. The writing of older pupils, in particular, displays good features and they use language well to communicate their ideas. Standards are also good in the use of numeracy and ICT, which is enhanced through the constant use of interactive whiteboards throughout the school day.
72. Standards in the use of incidental Welsh have good features but also some shortcomings, involving a lack of fluency, because learners do not have enough opportunities to use Welsh in other subjects.
73. Learners' personal, moral, social and wider development is outstanding and is underpinned by the secure relationships with staff. Learners are confident in expressing their ideas and opinions, because they know their contributions are valued.

74. Behaviour is good and the school is a friendly, supportive community where learners are secure and valued by staff; they are sociable, polite and welcoming to visitors. They readily engage in conversation, have a good understanding of what is expected of them and are courteous and considerate towards adults and each other.
75. Most learners have positive attitudes to their work and play. They listen carefully to their teachers and settle quickly to their tasks. A particularly good feature is the way in which they work collaboratively in pairs and small groups. They achieve well in PSE and in creative and problem solving activities. However, they are relatively unaware of their strengths and weaknesses and of how they might improve their work.
76. Learners' organisational and study skills and their capacity to work independently develop well. All ages are well prepared to take on responsibilities and they readily engage with all the opportunities offered to them within the school community.
77. Attendance rates for the past three terms average 94.9 per cent, a figure that is higher than that nationally and for similar schools. Learners are punctual and lessons start promptly.
78. Learners demonstrate an excellent awareness of equal opportunities issues and show a genuine respect for faiths and cultures that differ from their own. They are tolerant, open-minded and accepting of diversity within their school, their community and the wider world. They have a good understanding of the world of work and their local community.

The quality of education and training

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

Grade: 2. Good features and no important shortcomings

79. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
80. The quality of teaching observed in the lessons observed was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
16%	65%	19%	0%	0%

81. These percentages are similar to the national figures published in HMCI's Annual Report for 2006-7 where teaching in primary schools in Wales is at least good in 80 per cent of lessons. Within this proportion the school has 16 per cent with outstanding features, which is a little above the national average.
82. Where teaching is good or has outstanding features, these include:

- quiet encouragement, which produces a positive response;
 - high expectations with clear instructions;
 - very good individual support;
 - very well established classroom procedures and routines;
 - a wide variety of activities to maintain interest and concentration;
 - a good pace to lessons;
 - clear learning objectives which are effectively communicated to pupils;
 - appropriate use of a variety of learning strategies, including providing work that satisfies learners with ALN and those that are more able;
 - suitably differentiated work to ensure learners are challenged and fully engaged in their tasks; and
 - effective use of interactive whiteboards and computers.
83. Teaching often has outstanding features in many lessons in older key stage 2. Where there are shortcomings, the pace is too slow and there is a lack of differentiation and an over reliance on the use of unchallenging work sheets in KS2.
84. Teachers, support staff and volunteers work effectively as a team to provide a wide range of purposeful, exciting learning tasks for nursery and reception children. This ensures that learning is well focused on communication and language and the development of personal and social skills.
85. Teachers provide good role models for learners and the atmosphere of mutual respect, which is clearly evident throughout the school, encourages success. Consistent use of praise and encouragement helps to raise self-esteem significantly and as such makes a noticeable contribution to confidence, progress and achievement. All learners are treated equally with respect to their race, gender and ability.
86. In most lessons teachers have high expectations of learners and there is an appropriate level of challenge in the tasks provided.
87. Overall, teachers have a good knowledge and understanding of the subjects they teach and are aware of recent curriculum changes and developments. They attend well structured, in-depth programmes of in-service education and training (INSET), which has a positive impact on good practice and the standards achieved.
88. Lessons are planned with clear learning objectives, which are explained initially to learners. Planning in most instances takes account of the needs of individuals.
89. Teachers meet the English language needs of all learners well and the majority make good progress. Work set for those with ALN relates well to the targets identified in their individual education plans (IEP). The teaching and support of those with specific learning problems is good.

90. Incidental Welsh is used regularly by most teachers and teaching assistants within day-to-day routines. However, in general teachers do not provide sufficient opportunities for learners to use and develop bilingual skills in all the subjects taught.
91. Teaching assistants are capable and very effective in their roles and make a valuable contribution to the quality of teaching and learning and learners' achievements and personal well-being. They are effectively deployed across the school.
92. Assessment, recording and reporting procedures have good features and no important shortcomings and meet statutory requirements in full. Moderation and standardisation procedures are in place.
93. Assessment for the under-fives is systematic and used well to promote children's progress. Thorough assessments are carried out shortly after children enter the nursery and then at termly intervals.
94. Assessment is regularly undertaken throughout the academic year in order to track the progress learners make and in the best examples it effectively informs the next steps in teaching and learning.
95. Learners' progress is assessed regularly through a range of appropriate standardised tests and day-to-day assessments. At best, detailed analyses of data are used appropriately to set targets for improvement that effectively build on previous learning.
96. Learners in each class have individual targets, but these vary considerably in their usefulness and the role of learners in taking more responsibility for their own learning, in setting their own targets and understanding and planning their own progress is underdeveloped across the school.
97. Work is marked regularly, often with encouraging comments, but sometimes there is insufficient guidance on what learners need to do to improve.
98. Annual reports to parents are good and meet statutory requirements. They give a very positive and detailed picture of learners' progress in all subjects as well as comments on social and personal development and targets for improvement. There is an early autumn parent consultation meeting to discuss progress and achievements.
99. Parents and carers of pupils with ALN are well informed and have full and regular access to teachers for consultations and reviews.
100. Comprehensive information is transferred to the main receiving secondary school, various outside agencies and the local education authority (LEA), in order to secure continuity and progression in pupils' learning.

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

Grade: 2. Good features and no important shortcomings

101. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
102. The school's curriculum provides learners with a rich environment for learning and caters for their needs and interests with a range of interesting experiences. It is broad, balanced and accessible to the full range of learners and meets statutory requirements. Long term planning is good and schemes of work are well written.
103. Where the curriculum has a few shortcomings, these lie in a lack of planning and provision for differentiated and challenging activities and insufficient role play areas for younger children.
104. The school is in the process of delivering the new arrangements for the foundation phase and the revised national curriculum in key stage 2 through a skills based approach. It is already experiencing success in both of these initiatives.
105. The school ensures that learners develop their basic and key skills to a good level. These are identified in planning and monitored closely by the headteacher and other teachers. The promotion of PSE is good.
106. Learners' awareness of education for sustainable development and global citizenship is successfully heightened through their work in subjects such as geography and religious education. The school acts in a sustainable way and learners are very aware of the effects of litter and pollution on the environment. They develop a good understanding of conservation issues through recycling projects. They are successfully encouraged to see themselves as citizens of the wider world.
107. Learners enjoy a good range of extra-curricular activities that cover many interests. These include regular opportunities to improve acting skills in the school's various performances and productions, which are all written by the headteacher. The school also has its own orchestra, which involves pupils in playing instruments such as the violin, recorder, clarinet, guitar, piano and flute. For a relatively small school this is a substantial accomplishment.
108. Sports include netball, athletics, cricket, rugby and football, in which girls enjoy equality of opportunity with boys, and many achieve success in a range of sporting activities in the locality. Year 6 pupils also develop their skills in rock climbing, abseiling, canoeing and orienteering, when attending residential visits at outdoor pursuits centres. All these elements complement and extend the curriculum and make a good contribution to pupils' standards and confidence.

109. The school's provision for spiritual, moral, social and cultural development is good. Spiritual development is promoted well through daily acts of collective worship of a broadly Christian nature; statutory requirements are met and learners are respectful, enthusiastic and reflective. Visits from people of different faiths and other visitors make a significant contribution. Many learners play a full part in singing hymns and other songs and the school choir leads the singing well, while the headteacher accompanies them on guitar. Assemblies promote a strong sense of community in the way they celebrate achievement.
110. Teachers provide good role models to exemplify the school's moral code and the school employs a wide range of strategies to develop appropriate moral values. Circle time discussions and analyses of texts, for example, successfully help to promote the virtues of honesty, fair play and friendship. The high priority given to respect and concern for others, the well planned PSE programme and the clear moral and spiritual elements of collective worship help pupils to develop their own personal values and to learn to appreciate those of others.
111. Learners willingly accept the school rules. They learn how to relate to others and take responsibility for their own actions. They are provided with a clear understanding of how they can contribute to their community.
112. The school promotes cultural development well. Through raising money for those less fortunate than themselves, as well as through assemblies and lessons focusing on different cultures, faiths and festivals, learners are encouraged to develop a good understanding of life in multicultural Wales. They show a good awareness of the diversity of beliefs and cultures in the United Kingdom and the world.
113. The cwricwlwm Cymreig is well established through curricular links which build on the cultural, historical, environmental and linguistic characteristics of Wales. The culture and heritage of Wales are reflected well in the life of the school and a sense of pride in being Welsh is fostered successfully.
114. The school's partnerships with parents, other providers and interested parties are good and continue to develop well. These partnerships enrich the learning experiences and have a positive impact on the life and work of the school. Pupils have good opportunities to extend their learning through homework.
115. Parents are very supportive of the school and express satisfaction with its aims and values. Communication between school and home is well established and effective. A constructive home/school agreement is in place.
116. Parents and friends make a very valuable contribution to the school, helping out with activities, supporting after school clubs, accompanying pupils on educational visits and fundraising; their contribution is valued greatly by the headteacher and staff. There is an active parent-teacher association (PTA).
117. The school enjoys productive partnerships with other schools in its cluster, particularly with the main receiving secondary school. Transition projects, teacher exchanges, joint planning and well developed curriculum links help

promote continuity of education as pupils move to secondary education. Arrangements for the transfer of pupils are handled sensitively and ensure Year 6 pupils look forward to secondary school and approach it with confidence.

118. The partnership forged with the pre-school playgroup that meets at the school is excellent and contributes significantly to the promotion of the aims and objectives of the foundation phase, the success of induction procedures into the reception class and the early development of positive relationships with parents.
119. The school enjoys a successful partnership with higher education institutions and regularly provides training facilities for student teachers, who are well supported and mentored by staff and who make a positive contribution to the life and work of the school.
120. Links with the local community are wide ranging and successful. Educational visits and the expertise of members of the local community make a positive contribution to learners' understanding of the locality in which they live.
121. The school makes good provision for work related education and teachers pay due attention to the vocational aspect of the PSE programme. The school has developed good working relationships with local businesses and relevant agencies. Good use is made of the locality as a learning resource. The school is at the heart of the village community and much valued by the people it serves.
122. The school welcomes many visitors from different occupations and professions who speak to classes about their work. Older pupils, in particular, have a good understanding of their local area and the importance of both agriculture and the tourist industry to the economic prosperity of Pembrokeshire.
123. Few teachers have undertaken a relevant placement in business or industry, but the headteacher has been involved in an exchange placement with the local police, which has contributed to the further development of his management and leadership role within the school.
124. Opportunities for learners to develop skills and understand about commerce and economic development are good. Children in the early years develop their entrepreneurial skills well through role play activities and all learners have the opportunity to take on responsibilities by undertaking monitoring roles. Their experiences across the curriculum enable them to develop a number of different skills that are important in their lifelong learning.

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

Grade 2: Good features and no important shortcomings

125. The findings of the inspection team match the judgement made by the school in its self-evaluation report.

126. The school guides and cares for learners well in a happy and supportive environment. The headteacher, staff and governors work together effectively to provide good care and support. Teachers know individuals very well and their extensive use of praise, rewards and encouragement is a strength of the school and helps to create a strong family atmosphere.
127. The school works closely with a wide range of outside agencies to enhance the support given for all learners, including those with ALN. Care arrangements are well planned and managed.
128. There are good induction procedures for children starting school. Prior to entry, they visit in order to familiarise themselves with school procedures. They are also invited to stay for lunch.
129. The school has well developed transition arrangements for Year 6 pupils going to the main receiving secondary school through such events as briefings and taster days.
130. Learners help and care for each other and older ones act as buddies to those younger than themselves, for example through shared reading activities, which positively impacts on standards.
131. The school council provides learners with good opportunities to understand the importance of democracy, to have a voice within the school and to learn to express an opinion. It has elected representatives from each year group in key stages 1 and 2, is active and meets twice each half term. All learners are encouraged to put forward ideas to be discussed at council meetings.
132. Teachers give a high priority and close attention to assuring the healthy development, safety and well-being of all learners. Relevant policies and practices are in place and are effective in ensuring the safety and well-being of both staff and pupils. Risk assessments are carried out and appropriate accident records are retained; learners and all members of staff are aware of the steps to be taken in the event of an accident.
133. Healthy eating and living are successfully promoted and there is a well run breakfast club.
134. There is good supervision at meal times and in the playground and staff are aware of strategies relating to unacceptable behaviour and emergencies. There is a good health and safety policy in place and procedures, such as fire drills, are well established. Learners are aware of the protocols relating to bringing medicines to school.
135. The school has an effective policy and procedures in place to ensure children are safe and well protected. The policy meets local guidance and recommended good practice and staff have been trained and are aware of the procedures to follow should the need arise. There is a designated child

protection governor and the headteacher is the child protection officer. All staff have been checked against the records held by the CRB.

136. Behaviour, attendance, punctuality and performance are monitored carefully and staff deal swiftly with any issues which might give cause for concern. The school's policies and procedures to promote good behaviour are effective; school rules are simple, relevant and clearly understood by learners. The school draws on the support of the LEA when additional help is needed for those who demonstrate emotional and behavioural difficulties and these arrangements work well.
137. Registers are properly maintained and correctly completed at the start of the day and after lunch and the school complies with all requirements set out in National Assembly for Wales (NAW) Circular 47/06. The headteacher monitors attendance and punctuality rigorously and good working relationships have been established with the pupil support officer (PSO) from the education welfare service. Parents and the school work together to maintain good levels of attendance and punctuality.
138. The school promotes a strong culture of inclusion; all learners, including those with ALN are fully integrated into all activities. A relevant SEN policy is in place, based on the SEN Code of Practice. The SENCo is an experienced and enthusiastic teacher and record keeping is very good. There is also a nominated governor who monitors provision well.
139. Learners with SEN are identified early and any difficulties are discussed with parents. Specific IEPs, if necessary, are in place, which contain learning and behaviour targets and these are reviewed termly. Identified targets are supported by class teachers and teaching assistants in classes. Learners with behavioural difficulties are adequately supported.
140. The school's provision for equal opportunities is outstanding and equality for all is firmly embedded in its ethos. It recognises the diversity of learners' backgrounds and ensures the support and guidance offered reflects this. It actively promotes gender equality and challenges stereotypes. Teachers ensure boys and girls receive equal opportunities within and beyond the classroom.
141. Good race relations are promoted and learners recognise, respect and celebrate diversity. Clear, effective policies are in place to underpin this good practice.
142. The measures taken to eliminate oppressive behaviour, including racial discrimination, bullying and all other forms of harassment, are effective. Such incidents are rare and the school functions well as a caring community where all pupils are equally valued.
143. The school takes all reasonable action to secure the equal treatment of disabled learners and welcomes disabled visitors to the school; it is aware of its responsibilities under the Disability Discrimination Act (2005). Its disability

equality scheme and action plan clearly outline its commitment to ensuring disabled learners are not treated any less favourably by demonstrating how improvements can be made in access to the curriculum, the building and the provision of information.

144. Shortcomings in the accommodation, however, make physical access for wheelchair users very difficult at present. Class bases and all other areas in the main building are not accessible and the school has no disabled toilet facilities.

Leadership and management

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

Grade 2: Good features and no important shortcomings

145. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
146. The quality of leadership and management is good. The school has a clear sense of its own educational direction and good standards are well promoted. The essence of the school's effectiveness is in the good team spirit between teachers, learners, adult assistants and the headteacher.
147. The headteacher leads the school well and often in an inspired way and his style is inclusive, committed and innovative. He is successfully leading the school through a period of curriculum change and improvement and has succeeded in reshaping and retaining an effective team. He and his colleagues give a clear sense of direction to the school's work. However, responsibilities are insufficiently delegated. There is currently no deputy headteacher.
148. The school supports student teachers well and induction procedures for staff new to the school or to teaching are good. Very good account is taken of national priorities, local partnerships and cluster arrangements. The allocation of teaching and learning responsibility points is handled fairly.
149. The school helps develop the expertise of both teachers and teaching assistants and performance management procedures successfully promote continuing professional development. There is a good balance between meeting the professional needs of individual teachers and achieving the school's educational priorities.
150. Subject co-ordinators are closely involved in policy making and implementing workable schemes of work. They monitor and evaluate the quality of teaching and the standards achieved in their subjects.
151. The quality of governance has good features which outweigh shortcomings. Governors are committed to the school, although many have only recently been appointed and are still learning about their roles. They are well informed through their regular involvement in meetings with both teaching and support

staff. They are successful in helping to determine the school's strategic direction through their work in setting and costing targets for improvement in the SDP.

152. Governors have formal links with subject co-ordinators and members of staff with other areas of responsibility. Some take a close interest in their particular areas, such as SEN. All statutory requirements are fully met.

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

Grade 2: Good features and no important shortcomings.
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153. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
154. The inspection team agreed with the grades the school awarded itself in its self-evaluation report in all seven key questions.
155. Leaders and managers evaluate and improve the school's quality and standards well. The self-evaluation processes are good and well established and involve all staff, governors, parents and pupils appropriately.
156. The headteacher and governors use performance data to inform their judgements and staff work closely together in identifying strengths and weaknesses.
157. The headteacher is conscientious in his monitoring of standards and the quality of teaching. Subject co-ordinators write annual subject reports and action plans are drawn up. Because there are few staff in this small school, most teachers, including the headteacher, have several subject areas and aspects to cover and the situation is exacerbated by unresolved staffing issues, which impose a higher than average workload on the headteacher and staff.
158. The school is proactive in seeking the views of pupils, staff and other interested parties. Members of the school council know that the school listens to their views on a variety of issues. The opinions of governors and staff help to inform the school's direction and the Friends Association and members of the community contribute by providing ideas and guidance on wider issues affecting the school.
159. Planning for improvement is good. The headteacher and staff share with governors a commitment to continuous improvement. The SDP covers many important areas and comprises a series of separate and appropriately formatted action plans, which give the school direction for its work and development. Success criteria are identified, training needs are suitably recorded and resources are allocated effectively. However, the targets are not prioritised and timescales are not made clear.

160. Since the last inspection, standards have been maintained and the curriculum and the quality of teaching has improved. ICT facilities have been upgraded significantly, human resources have been increased and the accommodation has been further enhanced. The school's actions have resulted in measurable improvements. Progress since its last inspection, therefore, has been good.

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

Grade 2: Good features and no important shortcomings

161. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
162. The quality of staffing is good. The school has an appropriate number of teachers who are suitably qualified and who have a good range of expertise and experience, which is used well both in lessons and in the provision of extra-curricular experiences. The contribution made by teaching assistants is outstanding as is the work of newly qualified teachers. All are deployed well and their quality has enabled the school to plan effective support strategies.
163. A range of training opportunities and visits ensures that the needs of teachers and classroom assistants and school priorities are met. All staff benefit from appropriate training that improves their expertise in different curriculum areas and this has a positive impact on standards. In addition, whole school training addresses priorities indicated in the SDP.
164. All members of staff have clear job descriptions and the induction of new staff is effectively provided by an experienced member of staff.
165. Teachers receive their statutory planning, preparation and assessment (PPA) time and appropriate cover is provided for this. The school has also effectively allocated and used resources for workforce remodelling.
166. Kitchen and clerical staff and volunteer helpers all carry out their duties conscientiously; they make a valuable contribution to school life and are well respected.
167. The quality of resources is good. Learners have access to appropriate high quality learning materials and equipment that match the demands of the curriculum. The quantity is generally good and well managed apart from the school's stock of library books, which has not been audited or replenished. New materials are purchased according to priorities in the SDP. The PTA generously supplements the school's resources. All classes have functional interactive whiteboards that are used well by both learners and teachers.
168. The school's accommodation has good features which outweigh shortcomings. There is adequate space for the number of learners on roll and teachers succeed in providing bright and welcoming classrooms. Many significant improvements have been made since the last inspection, although more

remains to be done, including a secure outdoor play area for children in the foundation phase, re-surfacing of the playground, installation of a security system and further development of the outdoor environment.

169. The hall is in a building adjacent to the main school and also serves as a classroom for Years 3 and 4. There is little room to spare, therefore, when the whole school meets together for assemblies. The canteen is in another separate building and pupils have to cross between the three buildings in all weathers. Adult toilet facilities are inadequate and a small, single room jointly serves as the administrative office, headteacher's office and staff room.
170. The accommodation is clean and well maintained. Outdoor areas are used effectively to support the curriculum and the school makes good use of its large hall and playing field and the neighbouring sports club to support the physical education curriculum.
171. Financial management is good and the school meets its budget commitments. Priorities are set by the headteacher and the GB's finance committee. Good financial protocols enable the headteacher to manage the implications of maintaining a good level of staffing and resources.
172. When the good standards of achievement are combined with the committed and inspired leadership of the headteacher, the school achieves good value for money.

Standards achieved in subjects and areas of learning

Under 5s

Foundation phase: Grade 2: Good features and no important shortcomings

Personal and social development, well-being and cultural diversity

Nursery and reception: Grade 2: Good features and no important shortcomings

Good features

173. All children relate well to each other and to adults. They show a good level of care, respect and affection for their peers, playing well together and readily sharing their equipment. They co-operate well in role play and help one another to move equipment outdoors.
174. Classroom routines are very well established and many children readily make well thought out choices from the activities on offer both indoors and outdoors. They demonstrate real confidence and are eager to engage in new experiences. They understand the need for personal hygiene. They put on and take off their coats independently and use toilets appropriately without assistance.

175. All children have a good understanding of daily routines and develop a good level of independence. They move quickly and quietly between activities, both indoors and outdoors, responding promptly to directions. They willingly take responsibility for their own equipment and tidy up quickly at the end of each session. Older children show good levels of perseverance when completing tasks and maintain their concentration for extended periods.
176. Most children successfully develop their independence in dressing and undressing themselves for physical activities. They put on their own painting aprons and outdoor clothes when necessary, asking for help when they need it. They show a good awareness of issues related to personal hygiene.

Shortcomings

177. There are no important shortcomings.

Language, literacy and communication skills

Nursery and reception: Grade 2: Good features and no important shortcomings

Good features

178. Nursery and reception children listen attentively to adults and one another. They respond well to instructions and take part enthusiastically in stories, joining in with actions and repeated refrains.
179. Most children speak clearly and confidently and acquire new vocabulary very quickly.
180. The development of children's early reading skills is good. Nursery children handle books with great care, turning the pages appropriately and discussing the pictures with a good awareness of detail. Reception children make good progress in developing their skills and the majority show good recall of stories they know.
181. Children's early writing skills develop well. All children show a good understanding of the functions of writing. Older ones begin to form letters and words correctly and use emergent writing in their role play. Many in reception take care with the formation of their letters and all develop their phonic skills well and show good recall of the phonic sounds they have learnt.

Shortcomings

182. There are no important shortcomings.

Mathematical development

Nursery and reception: Grade 2: Good features and no important shortcomings

Good features

183. Many nursery and reception children are involved in counting activities in real situations, such as how many are present during registration. They join in number rhymes and songs and match numbers to objects accurately.
184. All children aged under five show a good awareness of number when working independently. Many in the nursery count accurately and confidently to five. Most in reception accurately match numerals to 10.
185. Through their play many children demonstrate an understanding of mathematical ideas, such as full and empty and big and small and they accurately match colour and shape.
186. In their role play many children demonstrate an understanding that money needs to be exchanged to buy an item. Most older ones recognise coins.
187. Children in nursery and reception make good progress in developing their early mathematical concepts when they work with sand and water. Their understanding of concepts such as more or less develops well.
188. All children make good progress and successfully develop their awareness of number through a wide range of songs and rhymes. Most recognise and recreate basic patterns independently using mathematical resources.

Shortcomings

189. There are no important shortcomings.

Welsh language development

Nursery and reception: Grade 2: Good features and no important shortcomings
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Good features

190. All children under five make good progress in exploring the Welsh language. They confidently respond in Welsh during whole group sessions. They use simple words and greetings accurately. They repeat words and phrases spoken by adults and understand more words than they can speak. The pronunciation of many children in reception is very clear.
191. All children show they understand a good number of instructions given in Welsh by responding quickly and purposefully in a range of situations.
192. Many children in reception consolidate and build on their understanding of Welsh words and phrases. Through the informed and regular use of Welsh within the classroom, they extend their vocabulary and sentence patterns. They are familiar with Welsh words and phrases from the labels on display and understand that these words have meaning.

193. Most children in nursery and reception class listen attentively and enthusiastically to songs and rhymes in Welsh.
194. Overall, most children have a positive attitude towards the Welsh language and are confident in their responses.

Shortcomings

195. There are no important shortcomings.

Knowledge and understanding of the world

Nursery and reception: Grade 2: Good features and no important shortcomings
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Good features

196. Children investigate and experiment inquisitively and with a wide range of stimuli. They ask sensible questions, offer their own ideas and use their senses effectively in order to learn about the world around them.
197. Most children are very confident in the school environment and move freely from indoors to outdoors, making very reasonable choices about materials and equipment to carry out a given task.
198. Children speak confidently about themselves and their families. They are aware of changes in the weather and of the need to dress sensibly for different types of weather. They begin to develop an awareness of the passage of time and are familiar with the routines of the school day.
199. Children have an appropriate knowledge of common materials and they classify them according to simple characteristics, such as warm and cold and hard and soft. They further describe items in terms of shape, size, texture and weight.
200. Children gain in confidence at using the interactive whiteboard and computers.

Shortcomings

201. There are no important shortcomings.

Physical development

Nursery and reception: Grade 2: Good features and no important shortcomings
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Good features

202. Many children have good control over their bodies. They work well individually and in pairs and move confidently for their age, using their imaginations creatively to develop their movements.

203. Children in reception show very well controlled movements and body shapes to create bird dances linked to their topic work. They are able to link three movements and are confident in demonstrating these to their peers.
204. Children understand and immediately respond to instructions such as stopping when given a command. They are well aware of their personal space and move outwards in order to make room for others to join a circle.
205. Most children cut and glue with accuracy and purpose. In nursery they show increasing dexterity when thoughtfully making bird masks.
206. Children grasp writing implements, such as crayons and chinks, with fingers and thumb properly and gain control in using these to draw, create patterns and form letters and words with increasing meaning.

Shortcomings

207. There are no important shortcomings.

Creative development

Nursery and reception: Grade 2: Good features and no important shortcomings
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Good features

208. All children have good access to a very wide range of materials, which they use confidently. They make very careful choices about colours and use paints to create patterns and pictures. They skilfully use various nuts and pulses to create bird feeders, which are hung in the school garden.
209. Children make very interesting shapes with salt dough. They join in enthusiastically with musical activities and this has a positive impact on the good progress they make. Most know and can recall a good range of songs and rhymes. The most able maintain a steady beat.

Shortcomings

210. There are no important shortcomings.

English

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

211. Pupils in key stage 1 listen carefully to explanations, stories and the contributions of their peers. They can sequence events and retell tales using their own words. They make good progress in speaking for different purposes and audiences and collaborate well in discussions. They speak in a variety of contexts with increasing confidence.
212. Standards in reading in key stage 1 are good. Pupils display a good understanding of the characters, settings and structure of stories. Some identify grammatical conventions, such as an exclamation mark or a question mark in a big book.
213. Most Year 1 pupils recognise full stops and capital letters. By the end of key stage 1, the more able can read unfamiliar texts with growing confidence. Other readers have a positive attitude to reading and use a range of strategies to help them understand the text. Many develop a good knowledge of the alphabetical order of letters. They use a good range of vocabulary when discussing the weather or writing poems about the frost. They are confident and articulate when speaking in front of the class.
214. Pupils in key stage 1, including those with SEN, make good progress in learning to write. By the end of Year 2 many write creatively using some of the key features of narrative; they suggest good, creative ideas for the endings to stories read aloud to the class. A few more able in key stage 1 write at length; their writing is well organised and they plan and revise their work well.
215. Most pupils in key stage 2 listen respectfully to their teachers and to others. In lessons they remain focused for a sustained time. When answering questions, most give oral and written responses in phrases or full sentences. They make good progress in speaking for different purposes and audiences and collaborate to some extent in discussions.
216. Pupils in key stage 2 read aloud with good expression. They recognise and read phrases accurately. They predict what might happen next in the story with imagination and confidence. They ask questions about the topics they investigate and suggest and use appropriate sources of information. Most have a good understanding of the basic skills of reading and develop strategies to deal with unfamiliar words. Many can identify types of words, such as nouns or verbs, and they obey the conventions of punctuation when reading aloud.
217. Most key stage 2 pupils identify various descriptive figures of speech, such as similes and metaphors. They have good strategies to understand these and

they use them aptly. Those with SEN make rapid progress and use good strategies to read unfamiliar words and to pronounce combinations of letters.

218. By Year 6 pupils' skills in reading have many good features. They have a number of favourite writers. They are confident in discussing plot and character and have benefited from visits to the school by poets and actors. The more able read with expression, skim texts for adjectives and use different voices for different characters. Their play reviews are well written, perceptive and carefully considered. They answer questions in compound sentences using polysyllabic words. Other writing is lively and thoughtful.
219. Pupils in key stage 2 understand some of the characteristics of myths and legends and, as a result, when they write creatively, they recall important aspects and find appropriate adjectives. Many make good use of the school's supply of books, although the choice of reading on offer is not broad. Most in key stage 2 show a good awareness of different degrees of formality in writing. Their handwriting is usually quite neat and well formed.
220. Older pupils in key stage 2 write well. Their work shows a command of the characteristics of creative, persuasive and informative writing. They have a good understanding of how to write for different audiences. Their letters to their parents as child evacuees in World War Two, for example, are well structured, highly communicative and full of empathy. They trust their peers and their teacher enough to write fluently and emotively about their feelings of loneliness and love. Many understand how to use punctuation well and they develop a sound vocabulary. Their written character profiles are of high quality.
221. Pupils have a good understanding of different topics and concepts in English due to the use of the interactive whiteboard for literacy lessons. Older ones in key stage 2 use computers skilfully for word processing or presenting their stories and poems and they combine suitable images and text well.
222. Older pupils learn how to strike a positive pose to describe a range of emotions in a 'frozen' tableau when they engage wholeheartedly in drama exercises.

Shortcomings

223. There are no important shortcomings, but pupils do not use dictionaries enough to support their independent research.

Design technology

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

224. Across both key stages pupils discuss and draw different designs when preparing to create a variety of items. They identify the appropriate equipment and materials needed and make any necessary research before starting.
225. Pupils generally are used to employing a range of skills learned in other subjects in their design technology work. For example, they use the pentatonic scale in constructing their wind chimes. They use their knowledge of shape and measurement in manufacturing objects. They use relevant language to communicate meaning and to explain and evaluate processes.
226. All pupils test and evaluate their finished products carefully and consider possible improvements. They understand the processes of designing, making and evaluating, because these are firmly established across the school.
227. All pupils are well aware of the importance of hygiene when handling food and of safety when handling tools.
228. In key stage 1 pupils select, cut, stick and assemble a variety of materials, showing good levels of skill and independence. They make good, working, wheeled vehicles with rods and axles. They offer creative ideas for decorating the figure of Jack Frost and refer to the frosty poems they have written. A few have advanced knowledge of how to plane wood. They cut out, affix and colour body parts to make good working models of Jack Frost, which they then use in puppet shows. They evaluate each other's work thoughtfully.
229. In key stage 2 pupils are imaginative and careful when measuring a variety of items, often for a specific purpose. They design and make weaves and clay objects of good quality. In Years 3 and 4 they are imaginative when designing and making models of Viking longships, tessellated mosaics and custom designed heraldic shields. They make sensible comments when discussing the appearance, texture and quality of the finished article. Their design outcomes display creativity by their have individual differences.
230. Pupils in key stage 2 create effective movements in a range of different toys. They employ their knowledge of cams and cogs, simple pneumatics and electric circuits to good effect. They use measuring and numeracy skills well in designing, making and evaluating percussion instruments.
231. The wind chimes made by pupils in Years 5 and 6 are of good quality and show individual innovations by changing the pattern of musical notes they sound.

Shortcomings

232. There are no important shortcomings.

History

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

233. Most pupils in key stage 1 show an awareness of the different ways in which they learn about the past and they make sufficient progress in developing a sense of chronology.
234. Key stage 1 pupils recall the main events leading to the Gunpowder Plot of 1605 and produce good work through a topic based approach.
235. Key stage 2 pupils correctly name a range of secondary historical sources, including reference books, artefacts and the internet. Most begin to evaluate the accuracy of the information they gather about the past and many understand that some sources are more accurate and reliable than others.
236. Nearly all pupils use secondary sources effectively to locate information, which develops their understanding of the historical periods they are studying. This is particularly effective when they gather information on life in World War Two. They also use their research very effectively to explore life in Wales in the past.
237. Key stage 2 pupils progressively develop their awareness of chronology and of important historical figures. Older ones have a good chronological awareness and a wide knowledge of historical figures, including a number who come from Wales.
238. Key stage 2 pupils recall a wide range of facts about the historical periods they have studied. Younger ones have a very good awareness of aspects of life in ancient Egypt.
239. Older key Stage 2 pupils learn effectively about life during World War Two through listening to experiences of local people, gathering information from books and researching on the Internet. Through historical enquiry they can explain the effect that rationing and the arrival of evacuees had on the life of their community.
240. Key stage 2 pupils make effective use of their ICT skills to support their work in history. By the end of the key stage they have good chronological knowledge.

Shortcomings

241. There are no important shortcomings.

Music

Key Stage 1: Grade 3: Good features outweigh shortcomings
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Key stage 2: Grade 3: Good features outweigh shortcomings
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Good features

242. The majority of pupils in Years 1 and 2 clap a steady beat and accurately copy a repeated pattern. They enjoy making different sounds as directed by the teacher and a few know about the lengths of a note and can identify long and short sounds.
243. In younger key stage 2 most pupils correctly identify high and low notes and fast and slow movements. They use body and hand movements effectively to exemplify these. The majority can structure rhythmic patterns based on a spoken phrase.
244. By the end of key stage 2 most pupils show a good understanding of musical elements and use terms such as tempo and dynamics confidently. They know the notes in a scale and sing in unison and in rounds.
245. Pupils in Years 5 and 6 have a good understanding of musical notation. Nearly all understand that there are a number of prescribed beats to a bar and they respond accurately when playing their instruments.
246. Key stage 2 pupils learn to play a wide variety of instruments and this contributes significantly to their standards of performance in music.
247. Throughout the school pupils' knowledge of Welsh music and Welsh composers develops well. Younger key stage 2 pupils pronounce words in Welsh accurately when they sing 'Ar Lan y Mor'.
248. In key stage 1 most pupils sing tunefully and enjoy performing and in key stage 2 standards in singing are good.

Shortcomings

249. Generally, pupils' composition skills are underdeveloped.
250. In both key stages pupils' appraisal of the works of famous musicians is underdeveloped.

Physical education

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

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

Good features

251. Pupils succeed in achieving good standards in games and movement across the key stages. They make best use of the school's resources.
252. Generally, pupils change into appropriate clothing to participate in lessons. They are aware of safety issues, such as those arising from wearing jewellery.
253. Pupils in both key stages usually have a warm up before the main part of the lesson and a cool down at the end. They are aware that this is to increase and decrease heart rate and build up or cool down body temperature, especially in the muscles.
254. In Year 2 pupils apply themselves well to warm-up sessions at the beginning of lessons. All listen attentively, move confidently and respond accurately to instructions. They are agile and well co-ordinated as they run, walk, stop, jog, hop, skip and jump. They show that they are beginning to work as a team. They work well in pairs to create dances and they link mood well with music in their performance.
255. Younger key stage 2 pupils enjoy hockey lessons. Although their skills are basic, they make good progress in learning to dribble with ball and stick.
256. Older key stage 2 pupils show good skills in dance. They move in time and in unison, working as groups and pairs. They display good ability in working with the rhythm. They invent their own static, angular shapes and show good creativity when developing these into machine dances. They are increasingly able to apply a phrase of movement to suitable music and they use a range of levels well. They reflect perceptively on their performances and assess how they can improve.
257. Key stage 2 pupils take turns sensibly and are well aware of safety issues. They perform a range of travelling movements well. They create space through movement and use this to develop aspects of team sports. They work well with their partners, help each other to follow instructions and develop the skills identified in the lesson's learning objectives.
258. Many key stage 2 pupils learn to swim. The majority complete 25 metres by the end of Year 6.

Shortcomings

259. There are no important shortcomings.

School's response to the inspection

260. The staff and governors of Hook Community Primary School are delighted with the inspection report, which we feel offers a fair and accurate reflection of the quality of work in the school. We are pleased that the inspection team recognised that in most respects we have both maintained, and in many cases improved, standards since our last inspection.
261. We are delighted that the inspectors found pupils' attitudes towards learning, the interest they show in their work and the pride they show in their achievements were of a very high standard. We are very pleased that the inspection team recognised the innovative manner in which we have addressed the new curriculum initiatives in the foundation phase and both key stages 1 and 2.
262. We complement the inspection team on the courteous manner in which the inspection was conducted. All individual members of the team gave the staff and pupils confidence to give of their best and provided the opportunity for them to achieve good and often outstanding results. We are very proud of our school and learners.
263. The staff and governors recognise the value of the inspection process and, in identifying strengths and areas for development, we shall be able to promote the high quality of education on offer to our pupils and we shall endeavour to raise standards of achievement further. We fully accept the recommendations of the inspection report, which will become the focus of our school development plan. A copy of the school action plan in response to the inspection recommendations will be sent to all parents.

Appendix 1

Basic information about the school

Name of school	Hook Community Primary School
School type	Primary inc foundation phase
Age-range of pupils	3 to 11
Address of school	Newtown Road, Hook Pembrokeshire
Postcode	SA62 4ND
Telephone number	01437 890343
Headteacher	Mr John Roach
Date of appointment	1987
Chair of governors	Mrs J James
Registered inspector	Mr Rob Isaac
Dates of inspection	6 th to 8 th January 2009

Appendix 2

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	4	17	14	4	15	16	10	9	89

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	3	1	3.6

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	24.7:1
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	29.7
Teacher (fte): class ratio	1.2:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Spring 2008	N/A	97%	95%
Summer 2008	96%	94%	95%
Autumn 2008	92%	91%	95%

Percentage of pupils entitled to free school meals	13%
Number of pupils excluded during 12 months prior to inspection	Nil

Appendix 3

National Curriculum Assessment Results End of key stage 1:

National Curriculum Assessment KS1 Results 2008	Number of pupils in Y2	6
As the number of pupils eligible for assessment at the end of key stage 1 was greater than four but fewer than 10, overall performance indicators only are included		

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	86%	In Wales	81%

National Curriculum Assessment Results End of key stage 2:

National Curriculum Assessment KS2 Results 2008	Number of pupils in Y6	8
As the number of pupils eligible for assessment at the end of key stage 2 in was greater than four but fewer than 10, overall performance indicators only are included		

Percentage of pupils attaining at least level 4 in mathematics, science and English or Welsh (first language) according to teacher assessment	
In the school	67%
In Wales	75%

Appendix 4

Evidence base of the inspection

Four inspectors spent a total of 8.5 inspector days in the school and met as a team before the inspection started.

The inspectors visited:

- thirty lessons or parts of lessons;
- all classes;
- registrations, assemblies and acts of collective worship; and
- a range of extra-curricular activities.

Members of the inspection team had meetings with:

- staff, governors and parents before the inspection began; and
- senior managers, teachers, support and administrative staff;
- groups of pupils representing each year group;
- the school council; and
- representatives of organisations associated with the school.

The team considered:

- the school's self-evaluation report;
- responses to a questionnaire from 15 parents;
- documentation provided by the school before and during the inspection;
- a wide range of pupils' past and present work; and
- samples of pupils' reports.

The inspection team also held post-inspection meetings with the headteacher, staff and governors.

Appendix 5

Composition and responsibilities of the inspection team

Inspector	Type	Aspect and Subject Responsibilities
Mr Robert Isaac	Registered inspector	The school's context, aims and priorities Key Question 1 Key Question 3 (3.1 – 3.5) Key Question 5 Key Question 6 English Design technology Physical education
Mrs Janet Warr	Lay Inspector	Contributing to: Key Question 1 (1.10 – 1.16) Key Question 3 (3.6,3.8) Key Question 4 (Equal Opportunities) Key Question 7 (Accommodation)
Mr Roger Thomas	Team Inspector	Key Question 2 Key Question 3 (3.10 – 3.14) Key Question 4 Key Question 7 Under-fives History Music
Mrs Gill Jones	Peer Assessor	Lesson observations and attending meetings
Mr John Roach Headmaster	Nominee	Contributing information and attending meetings School's Response to the report

The registered inspector and team wish to thank the governors, headteacher, staff and pupils for their co-operation and courtesy before and during the inspection.

Contractor:

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