

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

A Report on the Quality of Education in

**Sageston Community Primary School
Birds' Lane,
Sageston
Tenby
Pembrokeshire SA70 8SH**

School Number: 6682203

Date of Inspection: 04/03/08

by

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Sageston 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 Sageston Community Primary School took place between 04/03/08 and 06/03/08. An independent team of inspectors, led by Jeffrey Harries undertook the inspection. Estyn, a statutory body independent of, but funded by, the Welsh Assembly Government, commissioned the inspection.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral, social and cultural development.

The five-point scale used to represent all inspection judgements in this report is as follows:

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

There are three types of inspection.

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

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

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

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

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

This school received a **standard** inspection.

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

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Context

The nature of the provider

1. Sageston Community Primary School is situated some five miles north-west of Tenby, in a village setting close to the A477 road from St Clears to Pembroke Dock. The school serves the village of Sageston and several other small villages in the immediate area.
2. The school reports that the area from which pupils are drawn is neither prosperous nor economically disadvantaged with the intake covering the full ability range. Currently, the school has 90.5 fte (full-time equivalent) pupils on roll, including six traveller pupils and three part-time nursery age children. This is a fall of 35% since the last inspection. Around a quarter of the total number attend from outside the catchment area, many of whom are on the special educational needs (SEN) register.
3. Twenty-four pupils (27%) have been identified by the school in need of SEN; this is above the national and local average. No pupils carry a statement of SEN. All pupils are of white ethnicity and English is the predominant language spoken at home. Approximately 11% of pupils are entitled to receive free school meals, a figure lower than the Pembrokeshire (15.1%) and all Wales (17.5%) averages.
4. Pupils are taught in five mixed age classes, apart from the Y6 pupils who are taught as a year group. The entry of nursery age children is controlled and administered by Pembrokeshire LEA (local education authority).
5. The school was last inspected in January 2002 with no significant changes since then.

The school's priorities and targets

6. The school's overall aim is to "Happily Learn Together".
7. Other school aims include:
 - enhancing pupils' spiritual, moral, social and cultural development;
 - developing pupils' key skills in all subjects;
 - developing pupils' awareness and appreciation of the locality;
 - encouraging safe practices in the school, home and community, and
 - valuing and developing the skills and abilities of all members of staff.
8. The school's major priorities and targets for 2007-2008 include:
 - improving pupils' thinking and bilingual skills;
 - improving levels of attendance;

- further developing the role of the school council;
- gaining the 'National information and communications technology (ICT) Mark';
- further developing the role of curriculum co-ordinators; and
- reviewing current staffing structures.

Summary

9. Sageston Community Primary School is a good school with some outstanding features. It is managed by a very supportive governing body (GB). The headteacher and staff work conscientiously to ensure the school's clear values. The inspection team agreed with the school's judgements in five of the seven key questions with the two other key questions being given a lower grade. The school's leadership, learning experiences provided for pupils, pupil behaviour, accommodation and learning resources are outstanding features.

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 1
4 How well are learners cared for, guided and supported?	Grade 2
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

Pupils' standards of achievement

10. Overall, the standards of achievement in the areas of learning and subjects inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
22%	61%	17%	0%	0%

11. These percentage figures are above the Welsh Assembly Government's (WAG) 2010 target for the quality of learning assessed by Estyn to be Grade 3 or better in 98% of classes. They are also above the national average of 80% Grade 2 or better, as published in Her Majesty's Chief Inspector's (HMCI) report for 2006-2007. They also show a significant improvement since the last inspection when only 47% were Grade 2 or better.

12. Overall, 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.
13. Nearly all pupils with SEN make good progress, and they achieve the targets set for them.

Grades for standards in subjects inspected

14. In key stage 1 and key stage 2, in the subjects inspected, the standards of achievement are as follows:

Subjects	Key Stage 1	Key Stage 2
English	Grade 2	Grade 2
Mathematics	Grade 3	Grade 2
Design and technology	Grade 2	Grade 2
History	Grade 1	Grade 1
Art	Grade 3	Grade 3
Physical education	Grade 2	Grade 2

15. Children's key skills develop well in the early years. They make good progress in speaking, listening, reading, writing, numeracy and ICT to promote learning. Their personal and social skills also develop well.
16. In key stage 1, standards and progress of pupils in the key skills of speaking, listening, reading and writing are good. Their use of numeracy and ICT across the curriculum is also good, as is their progress in problem solving and bilingual skills; their creative skills are less well developed.
17. In key stage 2, pupils build significantly on the skills developed in key stage 1. Speaking and listening skills across the curriculum are very good. Their reading, writing and numeracy skills are well utilised across a range of subjects; their creative skills are less well developed. Their use of ICT across the curriculum is good with outstanding features. Their personal and social skills are very good and their problem solving and bilingual skills are good.
18. Learners succeed regardless of their social, ethnic or linguistic background. Traveller children make good progress towards fulfilling their potential.
19. At the end of key stage 1, in 2007, pupils' standards of attainment according to teacher assessment in the core subjects of the national curriculum (NC) were below local and national averages in English, slightly below in mathematics and similar in science. The percentage of pupils attaining its higher level 3 was similar to national averages. In comparison with similar schools in Wales, the school's performance was in the lowest performing 25%. The school states that a high percentage in this cohort were identified on the SEN register. This is similar to the two previous years when there was an even higher percentage of SEN. There was no significant variation between the performance of girls and boys.
20. At the end of key stage 2 in 2007, pupils' standards of achievement according to teacher assessment in the core subjects of the NC were significantly higher than local and national averages in English, mathematics and science. The percentage of pupils attaining its higher level 5 was similar to national averages in English and science and well above in mathematics. When compared with

similar schools in Wales, the school's performance was in the 25% that perform best. This is a significant improvement on the two previous years. Girls performed better than boys in English and science and similar in mathematics.

21. Standards of behaviour throughout the school are very good. Pupils are very polite and courteous and relate well to each other and to adults. They move around the school in an orderly manner and exercise a high degree of self-discipline.
22. Good features outweigh shortcomings in attendance levels. The average attendance during the three terms prior to the inspection was 92.17%. This is slightly below county and national averages and the WAG target of 93%. Attendance was affected by a high level of sickness during the Spring Term 2007 and holidays taken during term time. Punctuality of the majority of pupils at the start of the school day and to lessons is good; however, a small number of pupils were observed arriving late during the inspection.
23. Pupils make good progress towards fulfilling their potential and moving forward to the next stage of learning. In both key stages they are enthusiastic learners who enjoy their work and play. They turn promptly to their work and concentrate well. They have an interest in their tasks and are eager to give of their best. They work very effectively with others.
24. Pupils show a very good awareness and understanding of equal opportunity issues and diversity in society. They make very good progress in their personal, social, moral and wider development and display a very good understanding of their community.

The quality of education and training

25. In the lessons observed during the inspection, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
25%	54%	21%	0%	0%

26. The quality of teaching compares well with the national average reported by HMCI in his annual report for 2006 - 2007. Nationally, the quality of teaching is good in 80% of lessons, with 14% of lessons having outstanding features. Examples of good teaching were observed in all classes. These percentage figures show a significant improvement since the last inspection when 50% of lessons were Grade 2 or better.
27. Teachers are role models of a high standard and throughout the school they have very good working relationships with other teachers, support staff and pupils. They have a good knowledge of the subjects they teach and demonstrate a good familiarity with recent developments in primary education. Lessons are well planned and, for the most part, cater for the needs of pupils of all abilities.
28. The good and outstanding features in the teaching include:

- very high skills and strategies in gaining and maintaining pupil interest;
 - high expectations in relation to pupil achievement;
 - lessons developing at a very good pace;
 - very good opportunities for pupils to make decisions appertaining to their work;
 - very effective use of support assistants;
 - very purposeful and effective intervention when pupils need help to complete their tasks; and
 - plenary sessions of a very high order.
29. In lessons Graded 3, shortcomings include:
- overlong introductions;
 - over direction by teachers in relation to some activities;
 - insufficient opportunities to extend pupils' bilingual skills; and
 - lessons developing at an inappropriate pace.
30. The quality of assessment, recording and reporting is good. An effective tracking system is in place and the process of target setting is well developed. Teachers record pupils' progress in all subjects. There are portfolios of levelled work in a number of subjects and these are effectively used to support teacher assessment particularly in the core areas. Procedures for assessing and recording the progress of pupils with SEN are good.
31. Pupils' work is marked regularly; however, the process is not always consistent in providing purposeful feedback and in identifying ways forward for pupils. Pupils are increasing their involvement in the assessment process. Annual reports to parents comply with statutory requirements and overall are of good quality.
32. The quality of the curriculum is good with outstanding features. It meets the needs of the range of pupils and a wide variety of very interesting, challenging and rich experiences are offered to pupils. The personal and social education (PSE) programme permeates all aspects of school life and is a very strong feature of provision. There is a very clear commitment to equal opportunities for all and the school operates a very effective inclusion programme.
33. The early years provision focuses effectively and meets the needs of the Desirable Outcomes for Children's Learning. The school meets learners' aspirations very effectively in key stage 1 and key stage 2. The quality of whole school planning for the development of key skills is good and the focus on independent thinking and problem solving skills is a marked feature of the provision. Very good opportunities are provided to enable pupils to develop the skills of working independently, as well as in pairs and groups.

34. Educational visits, visiting speakers to school and the quality of extra-curricular activities make outstanding contributions to learning experiences with pupils being provided with a wealth of first-hand experiences. Homework for the most part is well targeted and builds appropriately on pupils' experiences in school.
35. The school has a strong Welsh ethos and places an emphasis upon the promotion of Welsh culture and the heritage of Wales. There are very effective and very well focused procedures to develop pupils' knowledge and understanding of other cultures.
36. The promotion of pupils' spiritual, moral and social development is good with outstanding features, particularly enhanced through acts of collective worship, often led by visiting clergy and the chairman of governors. There are very good opportunities for effective co-operation within groups in the classroom and for pupils to take on responsibilities and exercise initiative through their involvement on the school council and prefect system.
37. The school's partnerships with parents, the local community, other schools and higher education institutions and the LEA are very successful and have many features which enrich the school's life and work and enhance pupils' learning experiences. Parents are very supportive of the school and are kept well informed through newsletters and an informative annual report from the GB. Parents take an active role in their children's education. A constructive home-school agreement is in place.
38. The quality of the school's links with the local community is outstanding. The school contributes very effectively to many facets of local life and the community in turn is very supportive of the school; members of the community make very good contributions to the daily life of the school.
39. Pupils develop a good understanding of sustainable development and an awareness of conservation issues. The school promotes global citizenship well.
40. Links have been established with a developing range of employers to enhance pupils' awareness of the world of work. However, entrepreneurial skills are underdeveloped with limited regular opportunities provided to enhance them.
41. Pupils are cared for, guided and supported particularly well in a very supportive and happy environment. In discussion, they praise the quality of their relationships with staff and feel that they are treated fairly. They are confident in turning to adults for help and support and are listened to and treated with respect. They work and play in a happy, supportive environment. The school is successful in promoting healthy eating and a healthy lifestyle. The school has effective arrangements for child protection with the policy fully complying with statutory requirements.
42. The provision for pupils with SEN is good. Their needs are well met through a variety of strategies and well focused intervention programmes and most pupils make good progress particularly in reading. The individual education plans (IEPs) written for pupils are of good quality and are reviewed regularly.

Learning support assistants (LSAs) provide very effective support for pupils with SEN.

Leadership and management

43. The quality of leadership of the headteacher is very good. The ethos of the school supports a very good quality of life, which is reflected in the confidence, trust and co-operation between staff, pupils, governors, parents and the wider community. The school takes good account of national priorities and its links with other education providers are an outstanding feature of the school.
44. A detailed analysis of performance data is undertaken. Benchmark information is used to compare the school's performance with other schools. Whole school quantitative targets are set which are challenging and realistic.
45. The school has achieved regular accreditation from Investor in People and the Basic Skills Agency Quality Mark over many years.
46. In judging success and evaluating its performance, the school uses a good range of strategies, based on a wide range of data and qualitative evidence. The role of curriculum co-ordinators in monitoring and evaluating of work is developing appropriately. They regularly monitor planning, assessment, learning experiences and resources, resulting in end of year subject reports. They share evaluation results and the recommendations are regularly included in the SDP. However, monitoring of standards of achievement is less well developed.
47. School governors understand their roles and are very well informed about the work and performance of the school, which allows them to participate actively in discussion about the school's strategic development. This is an outstanding feature.
48. Governors are very enthusiastic and monitor the school's performance rigorously with each having a responsibility for subject areas. They visit classes regularly, work with pupils and discuss with co-ordinators aspects of the curriculum. Information obtained as a result of the monitoring and scrutiny of provision is used to take effective and appropriate decisions.
49. The GB is guided very effectively by an enthusiastic and hard working chairman. Governors fully support and co-operate with the headteacher and her staff as critical friends. They ensure that the school fulfils course and other statutory requirements, and provide a clear sense of direction for the work of the school.
50. The school development plan (SDP) is a detailed plan which sets out the school's general priorities and identifies timescales, success criteria and agreed costings. A good range of resources is provided to satisfy the priorities and the objectives.
51. The self-evaluation report, produced by the school before the inspection, is comprehensive. It identifies strengths and weaknesses for improvement and is supported by a wide range of documentary evidence.

52. Overall, the school has made good progress since the last inspection in addressing the key issues identified. It has raised standards of achievement in design and technology and physical education. The range of experiences for children under five have been broadened. Short term planning has been improved and ensures work is now properly matched to pupils' abilities. Standards of teaching and learning are regularly monitored by the headteacher.
53. The school has a very good complement of teaching staff to deliver the curriculum with a low pupil-teacher ratio; this is an outstanding feature. Teachers have appropriate qualifications and a wide range of specialisms which are effectively deployed throughout the school. Investment is made in a very good complement of LSAs, who are enthusiastic and co-operate very well with other staff. Teachers attend a good range of training courses and this has a positive effect on their skills and understanding.
54. The building is in very good condition with spacious teaching areas; this is an outstanding feature. The caretaker and her colleague keep the school clean and tidy.
55. Overall, there is a very good range of appropriate resources for all areas of the curriculum. Extensive and effective use is made of interactive whiteboards to support teaching and learning and the computer suite and corridor areas to develop pupils' ICT skills. Pupils' work is very effectively displayed on classroom walls and in corridors. The central library is adequately resourced; however, reference books are not classified for easy access.
56. Expenditure decisions are linked very well to priorities in the school's plans. The GB is diligent in its monitoring role in reviewing and guiding significant areas of expenditure. The school operates very effectively from day-to-day. The headteacher and the school's administration officer fulfil their duties very efficiently. Overall, the school provides very good value for money.

Recommendations

The school needs to:

- R1 raise standards of achievement in mathematics in key stage 1 and art in both key stages;
- R2 further develop the role of curriculum co-ordinators in monitoring standards of achievement; and
- R3 further develop links with employers and promote the development of pupils' entrepreneurial skills.

The school is addressing the second recommendation in its 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

57. The findings of the inspection team do not match the judgement of Grade 1 made by the school in its self-evaluation report. Shortcomings in art in both key stages and mathematics in key stage 1 do not justify a Grade 1.

Pupils' standards of achievement

58. Overall, the standards of achievement in the areas of learning and subjects inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
22%	61%	17%	0%	0%

59. These percentage figures are above the national average of 80% Grade 2 or better, as published in Her Majesty's Chief Inspector's (HMCI) report for 2006-2007. They also show a significant improvement since the last inspection when only 47% were Grade 2 or better.
60. Overall, the educational provision for the under-fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning.
61. Nearly all pupils with SEN make appropriate progress and they achieve the targets set for them.

Grades for standards in subjects inspected

62. In key stage 1 and key stage 2, in the subjects inspected, the standards of achievement are as follows:

Subjects	Key Stage 1	Key Stage 2
English	Grade 2	Grade 2
Mathematics	Grade 3	Grade 2
Design and technology	Grade 2	Grade 2
History	Grade 1	Grade 1
Art	Grade 3	Grade 3
Physical education	Grade 2	Grade 2

63. Children's key skills develop well in the early years. From an early age they make good progress in speaking and they make good use of their early skills in listening, reading, writing, numeracy and ICT to promote learning. Their personal and social skills develop well; they form close relationships with other children and with adults.
64. In key stage 1, standards and progress of pupils in the key skills of speaking and listening, reading and writing are good. Their use of numeracy and ICT

across the curriculum is also good as is their progress in bilingual and problem solving skills; their creative skills are less well developed.

65. In key stage 2, pupils build significantly on the skills developed in KS1. Speaking and listening across the curriculum are very good. They read and write well and their numeracy skills are well utilised across a range of subjects, especially in science and geography. Their use of ICT across the curriculum is good with outstanding features and this is evident in a very wide range of subjects; their creative skills are less well developed. Their personal and social skills are very good; they work very effectively in grouped activities. Their problem solving and bilingual skills are good.
66. Learners succeed regardless of their social, ethnic or linguistic background. Traveller children make good progress towards fulfilling their potential.
67. At the end of key stage 1, in 2007, pupils' standards of attainment according to teacher assessment in the core subjects of the national curriculum (NC) were below local and national averages in English, slightly below in mathematics and similar in science. The percentage of pupils attaining its higher level 3 was similar to national averages. In comparison with similar schools in Wales, the school's performance was in the lowest performing 25%. The school states that a high percentage in this cohort were identified on the SEN register. This is similar to the two previous years when there was an even higher percentage of SEN. There was no significant variation between the performance of girls and boys.
68. At the end of key stage 2 in 2007, pupils' standards of achievement according to teacher assessment in the core subjects of the NC were significantly higher than local and national averages in English, mathematics and science. The percentage of pupils attaining its higher level 5 was similar to national averages in English and science and well above in mathematics. When compared with similar schools in Wales, the school's performance was in the 25% that perform best. This is a significant improvement on the two previous years. Girls performed better than boys in English and science and similar in mathematics.
69. Pupils make good progress towards fulfilling their potential and moving forward to the next stage of learning. Key stage 2 pupils have a developing perception of the main factors which decide the standards they achieve. They set their own targets in literacy and numeracy to address their shortcomings.
70. Standards of behaviour and courtesy throughout the school are very good with pupils clearly understanding what is required of them. Outstanding consideration and co-operation between pupils in the classroom and at play was observed. They are polite and courteous and relate well to each other and to adults. Their behaviour outside the school is commended by the parents and governors; however, two pupils were temporarily excluded during the past year.
71. Good features outweigh shortcomings in attendance levels. The average attendance during the three terms prior to the inspection was 92.17%. This is slightly below county and national averages and the WAG target of 93%. Attendance was affected by a high level of sickness during the Spring Term 2007 and holidays taken during term time. Punctuality of the majority of pupils at the start of the school day and to lessons is good; however, a small number of pupils were observed arriving late during the inspection.

72. Pupils in both key stages are enthusiastic learners who enjoy their work and play. They turn promptly to their work and concentrate well. They have an interest in their tasks and are eager to give of their best. They work very effectively with others and by the end of key stage 2, express and explore their views openly and honestly and listen to the opinions of others.
73. Pupils show a very good awareness and understanding of equal opportunity issues. They acknowledge diversity in society and understand that some people have cultures, beliefs and ways of life that are different to their own experiences.
74. They make very good progress in their personal, social, moral and wider development. They show respect, care and concern for others and are responsible for their actions and work, showing honesty and fairness.
75. Numerous visits to places within the local community and pupils' willingness to partake in local events are outstanding features. Pupils display a very good understanding of their community. Visits linked to the world of work, however, do not take full advantage of all the experiences available.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

76. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
77. In the lessons observed during the inspection, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
25%	54%	21%	0%	0%

78. The quality of teaching compares well with the national average reported by HMCI in his annual report for 2006 - 2007. Nationally, the quality of teaching is good in 80% of lessons, with 14% of lessons having outstanding features. Examples of good teaching were observed in all classes. These percentage figures show a significant improvement since the last inspection when 50% of lessons were Grade 2 or better.
79. Teachers are role models of a high standard and throughout the school they have very good working relationships with other teachers, support staff and pupils. The atmosphere in classes is calm and conducive to learning. Pupils and members of staff clearly like and respect one another.
80. In classes teachers are very enthusiastic and use a variety of teaching strategies and relevant resources effectively. Their class management is

always fair and of a good standard. Equal opportunities are very effectively ensured for all pupils.

81. Lessons are generally stimulating and succeed in interesting pupils. Expectations of what pupils can achieve and the amount of work they can complete are for the most part good and pupils' efforts are praised. The procedures for celebrating effort and attitude to work are popular with pupils and they make an important contribution to their development.
82. Teachers have a good knowledge of the subjects they teach and demonstrate a good familiarity with recent developments in primary education. They are good language models for pupils to emulate in English and they demonstrate positive attitudes towards the promotion of pupils' bilingual skills. They make a developing use of their own grasp of the Welsh language and begin to focus on ensuring progression in terms of the use pupils make of it.
83. Lessons are well planned. The content is interesting and lessons usually have clear learning objectives and are well structured and organised. Lessons objectives are, for the most part, explicitly shared with pupils so that they are clear about what is expected of them. In the best examples the objectives are revisited in plenary sessions where there is also a clear reference to the key skills. For the most part, teachers' planning of differentiated tasks is good.
84. Teachers use a good range of teaching methods and approaches. The school places a good emphasis on the importance of giving pupils first-hand, practical learning experiences and teachers consistently and effectively implement this policy.
85. When working alongside teachers, LSAs make a valuable contribution to the quality of teaching and learning. They give very well focused help to small groups of pupils within the classroom as well as supporting individuals and pairs who need additional encouragement to satisfy their SEN.
86. The good and outstanding features in the teaching include:
 - very high skills and strategies in gaining and maintaining pupil interest;
 - teachers displaying very good subject knowledge;
 - high expectations in relation to pupil achievement;
 - very effective levels of differentiation,
 - lessons developing at a very good pace;
 - very good opportunities for pupils to make decisions appertaining to their work;
 - very effective use of support assistants;
 - very purposeful and effective intervention when pupils need help to complete their tasks; and
 - plenary sessions of a very high order.
87. In lessons Graded 3, shortcomings include:

- insufficient levels of challenge for pupils;
 - overlong introductions;
 - over direction by teachers in relation to some activities;
 - insufficient opportunities to extend bilingual skills; and
 - lessons developing at an inappropriate pace.
88. The quality of assessment, recording and reporting is good. The policy document provides good guidelines to ensure that assessment meets statutory requirements and plays a very important role in teaching and learning.
89. Across the school the quality of the analysis of information gained from a wide range of tests is very good. Baseline profiles, teacher assessments, standardised and NC tests are used to identify pupils with SEN and to monitor the progress and achievements of all pupils. A meticulous and effective tracking system is in place and the process of target setting is well developed.
90. Pupil assessment in the core areas is effectively undertaken each term when examples of work are levelled according to NC criteria. Teachers record pupils' progress in all subjects and are currently developing a new approach to assessment in the foundation subjects and religious education. There are portfolios of levelled work in a number of subjects and these are effectively used to support teacher assessment, particularly in the core areas. Procedures for assessing and recording the progress of pupils with SEN are good.
91. Teachers evaluate short-term planning and assessment of pupils' daily work and for the most part, make good use of the evidence obtained to inform future planning for pupils of all abilities.
92. Teachers' marking of pupils' work is regular, but it is not always consistent in providing purposeful feedback and in identifying ways forward for pupils. In the more effective examples, teachers give pupils good opportunities to discuss the progress they have made in relation to lesson objectives and the key skills under focus. Pupils are increasing their involvement in the assessment process and demonstrate a good awareness of their progress. In addition, they negotiate their targets with teachers and make good progress in developing their skills of evaluating achievement.
93. Annual reports to parents comply with statutory requirements and overall are of good quality. They present a detailed account of pupils' achievements and progress, particularly in the core subjects. Parents have opportunities to respond and meet teachers to discuss their child's development. In addition to the school's open door policy, the school provides a more formal opportunity for parents to consult with teachers during the Spring term.

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

94. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
95. The school provides a broad, balanced and relevant curriculum for all pupils, including those with SEN. The overall quality of the curriculum is good with outstanding features. It meets the needs of the range of pupils and a wide variety of very interesting, challenging and rich experiences are offered to pupils. The learning experiences provide very well for pupils' social, moral, spiritual and cultural development and very good account is taken of the PSE Framework. There is a very clear commitment to equal opportunities for all and the school operates a very effective inclusion programme.
96. The early years provision focuses effectively and meets the needs of the Desirable Outcomes for Children's Learning. The school meets pupils' aspirations very effectively in key stage 1 and key stage 2. There are well focused policies and schemes of work for all subjects, which include reference to the common requirements of the NC programmes of study. The headteacher and subject co-ordinators carefully monitor planning to ensure it effectively promotes continuity and progression in knowledge, understanding and skills across the key stages. Teachers ensure that there are effective systems for building on what pupils know.
97. The quality of whole school planning for the development of key skills is good. These are appropriately identified in individual lessons and as a result, pupils achieve well in literacy, numeracy and ICT. The focus on independent thinking and problem solving is a marked feature of the provision. Very good opportunities are provided to enable pupils to develop skills of working independently, as well as in pairs and groups.
98. Educational visits and visitors to the school make outstanding contributions to learning experiences with pupils being provided with a wealth of first-hand experiences. The range of extra-curricular activities, including sporting, musical and ICT experiences, is a very strong feature of the provision. Homework for the most part is well targeted and builds appropriately on pupils' experiences in school.
99. Pupils in key stage 2 take part in a number of sporting activities at local, district and national level and school records show that they achieve individual and team honours. Equal opportunities are given to both sexes to take part in team games. In outdoor and adventure activities, older key stage 2 pupils undertake residential visits, where they develop a range of outdoor skills.
100. The school has a strong Welsh ethos. Staff and pupils demonstrate positive attitudes towards the Welsh language, which features prominently in many displays in classrooms and around the school. A more rigorous approach to furthering the progressive use of incidental Welsh across subject areas and in more informal situations is being developed. The school places a good emphasis upon the promotion of the Cwricwlwm Cymreig and the Welsh dimension features prominently in many subject areas and in the general life of

the school. In addition, the school is involved in a number of activities associated with the Urdd movement.

101. There are very effective and very well focused procedures to develop pupils' knowledge and understanding of other cultures, particularly through studying other religions and through work in geography.
102. The promotion of pupils' spiritual, moral and social development is good with outstanding features, particularly enhanced through acts of collective worship, often led by visiting clergy and the chairman of governors. Music and singing play a very important part and there are appropriate opportunities for pupil participation and quiet reflection. Pupils are aware of those less fortunate than themselves locally and in the wider world and focus well on charitable ventures.
103. The PSE programme permeates all aspects of school life and is a very strong feature of provision. The community police officer and members of the caring services make a very important contribution. The focus on health promotion is particularly impressive and the school is working towards Stage 4 of the health promoting school programme.
104. The school's partnerships with parents, the local community, other schools and higher education institutions and the LEA are very successful and have many features which enrich the school's life and work, and enhance pupils' learning experiences. In the pre-inspection meeting and in the questionnaires returned, most parents expressed high levels of satisfaction and appreciation of the school. Parents are kept well informed through newsletters and an informative annual report of the GB. Parents take an active role in their children's education and a constructive home-school agreement is in place.
105. The school works very closely with other primary schools in its cluster group. The quality of the pastoral, administrative and curriculum arrangements with the receiving secondary school is good with outstanding features. The school enjoys a very productive partnership with an initial teacher training college and other local colleges. A noteworthy feature are the opportunities provided to welcome students from Heidelberg University to the school.
106. The quality of the school's links with the local community is an outstanding feature. The school contributes very effectively to many facets of local life and the community in turn is very supportive of the school; members make very good contributions to the daily life of the school. Their involvement in a local history project is of a particularly high order.
107. Pupils develop a good understanding of sustainable development and an awareness of conservation issues through recycling projects in the school, as well as planting bulbs, trees and hedges in the school community. The school has gained the Education for Sustainable Development Bronze award. The whole school community demonstrates a commitment to sustainability and conservation and to improving its local environment. Members of the gardening club have developed an outstanding sensory garden and wildlife area for the enjoyment of all pupils. The school promotes global citizenship well

and pupils have a good understanding of the lives of people in different countries.

108. Links have been established with a developing range of employers to enhance pupils' awareness of the world of work and a number of individuals visit the school to talk to pupils. However, entrepreneurial skills are underdeveloped with limited regular opportunities provided to enhance them.
109. The school is very successful in laying the foundations for lifelong learning and community regeneration and national priorities are reflected well in its life and work. Rich learning experiences and the emphasis the school places on independent learning encourage pupils to become confident, adaptable individuals, who are well prepared to move on to the next stage of their education.

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

Grade 2: Good features and no important shortcomings

110. The findings of the inspection team do not match the Grade 1 judgement made by the school in its self-evaluation report. While the level of provision is good, the inspection team did not identify a sufficient number of outstanding features.
111. Pupils are cared for, guided and supported particularly well in a very supportive and happy environment. The respect shown to pupils, the emphasis on raising their self-respect and the focus on developing an awareness of the needs of others are striking elements of the school's life. Effort and success are effectively celebrated. Pupils of all abilities are very well included in the life and work of the school.
112. In discussion, pupils praise the quality of their relationships with staff and feel that they are treated fairly. They are confident in turning to adults for help and support and are listened to and treated with respect. This has a very positive effect on their attitudes to work.
113. Class councils and the elected school council meet regularly. Members take an active part by taking responsibility and agreeing on changes. This has raised their personal levels of confidence and their organising skills.
114. The school enjoys a very close and effective working partnerships with parents and carers, which contributes significantly to the quality of support and guidance offered to pupils. Effective support programmes are in place to ensure that the school meets pupils' specific needs sensitively. The school works in a close and fruitful partnership with the LEA and draws on the expertise of external support services when required.
115. Induction procedures for nursery age children and those joining the school at a later period are well established and effective. Pupils entering the school settle

quickly and confidently and Y6 pupils are very well prepared for the transition to key stage 3.

116. Pupils work and play in a happy, supportive environment where they are secure and valued by staff. The school is successful in promoting healthy eating and a healthy lifestyle with a breakfast club established.
117. The school monitors pupils' attendance and punctuality and parents are reminded regularly of the importance of good attendance. Very effective policies and arrangements are in place to ensure good behaviour.
118. High priority is given to the safety and general welfare of pupils. Very effective policies and secure safety procedures are in place. All teachers have received one day training in first-aid in the workplace, two of whom are fully qualified first-aiders. Risk assessments and fire drills are carried out regularly and appropriate accident records are retained.
119. The school has effective arrangements for child protection with the policy fully complying with statutory requirements. All members of staff and members of the GB have received appropriate training and are aware of the actions to take if the need arises.
120. The provision for pupils with SEN is good and the school adheres closely to the SEN Code of Practice. The SEN co-ordinator (SENCO) is very well informed and provides effective leadership. Good training opportunities are provided for all staff, including LSAs, and these include training in relation to dyslexia. There are very good links with relevant outside agencies.
121. The needs of pupils with SEN are well met through a variety of strategies and well focused intervention programmes and most pupils make good progress in relation to their individual targets. Progress in reading is particularly good.
122. The school has very effective strategies to identify pupils with SEN. The IEPs written for pupils are of good quality and are reviewed regularly. Pupils' targets are clear and well focused and the views of parents and carers are taken into account in their formation and review.
123. LSAs provide very good support for pupils with SEN. Working alongside individuals and groups in classes and in withdrawal sessions, they focus very effectively on a range of needs and through support programmes. There is a good system of record keeping and teachers carefully monitor the progress pupils make.
124. The overall provision for equal opportunities is good with outstanding features. The school recognises the diversity of pupils' backgrounds and all pupils are treated equally and with dignity and respect.
125. The school very successfully focuses on the importance of good race relations and effectively celebrates cultural diversity through the curriculum. Clear

documentation underpins good practice and the headteacher and governors monitor and evaluate the school's work.

126. The measures taken to eliminate oppressive behaviour, including racial discrimination, bullying and all other forms of harassment are good. The school functions well as a harmonious, caring community.
127. The school has taken very positive action to ensure that pupils with physical disabilities are not treated less favourably. Facilities are already in place to respond sensitively to the needs of pupils with physical disabilities, with a Disability Equality Scheme in place.

Leadership and management

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

Grade 1: Good with outstanding features

128. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
129. The inspection team agreed that this question warranted a Grade 1, in comparison to the Grade 2 awarded for Key Question 1, since the management of the school is outstanding and clearly impacts on the standards achieved as pupils progress through the school. Key Question 1 was not awarded a Grade 1 because the NC teacher assessment results for key stage 1 for the past three years have been low due to the high percentage of pupils with SEN in the cohorts, and shortcomings were identified in mathematics in key stage 1 and art in both key stages. However, key stage 2 results provide strong evidence that the school adds considerable value to pupils' achievement.
130. The quality of leadership of the headteacher is very good. She gives clear direction through values, aims, objectives and targets that are fully understood by all. The ethos of the school supports a very good quality of life, which is reflected in the confidence, trust and co-operation between staff, pupils, governors, parents and the wider community. Her professional leadership and management through regular monitoring and evaluating of classroom work, directly impacts on improving the quality of provision and the educational standards pupils achieve. She is ably supported by the deputy headteacher.
131. A detailed analysis of performance data is undertaken through meticulous tracking of pupil progress and the results of on-going teacher assessment and standardised tests. Benchmark information is used to compare the school's performance with other schools. Whole school quantitative targets are set each year which are challenging and realistic.
132. The school takes good account of national priorities, for instance, it has developed a number of enterprises to develop pupils' understanding of sustainable development and global citizenship. The links with other education providers are an outstanding feature of the school. The school works closely with other local primary schools and particularly with the feeder comprehensive school.

133. Performance management procedures have a good effect on staff development and contribute effectively to the recognition of the professional needs of all staff. An effective system of staff appraisal promotes the continued professional development of teachers and support staff. As a result, it has led to a significant improvement in the quality of the provision since the last inspection. The school has achieved regular accreditation from Investor in People and the Basic Skills Agency Quality Mark over many years.
134. School governors understand their roles and are very well informed about the work and performance of the school, which allows them to participate actively in discussion about the school's strategic development. This is an outstanding feature. An innovative practice within the school is the appointment of a delegated experienced governor to provide induction training to any new governor to ensure the role and the operating procedure of the GB within this school is understood.
135. Governors are very enthusiastic and monitor the school's performance rigorously with each having a responsibility for subject areas. They visit classes regularly, work with pupils and discuss with co-ordinators aspects of the curriculum. Information obtained as a result of the monitoring and scrutiny of provision is used to take effective and appropriate decisions.
136. The GB is guided very effectively by an enthusiastic and hard working chairman. Governors fully support and co-operate with the headteacher and her staff as critical friends. They ensure that the school fulfils course and other statutory requirements, and provide a clear sense of direction for the work of the school.

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

Grade 2: Good features and no important shortcomings

137. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
138. The headteacher and staff are committed to raising standards. All staff and governors are involved in the self-evaluation process, with the opinions of parents and learners being considered through the evaluation of the completed questionnaires.
139. In judging success and evaluating its performance, the school uses a good range of strategies, based on a wide range of data and qualitative evidence. Subject co-ordinators regularly undertake the sampling of work, and evaluate their areas of responsibility, making an annual inspection and report of the provision. They share the evaluation results in staff meetings and recommendations are regularly included in the SDP which acts upon them. However, monitoring of standards of achievement is less well developed.
140. The SDP is a detailed plan which sets out the school's general priorities and identifies timescales, success criteria and agreed costings. A good range of resources are provided to satisfy the school's priorities and objectives.

141. The self-evaluation report, produced by the school before the inspection, is comprehensive. It identifies strengths and weaknesses for improvement and is supported by a wide range of documentary evidence. The inspection team agreed with the school's recognition of its strengths and areas for improvement and with the judgements made by the school in five of the seven key questions. The inspection team awarded a lower grade for the two remaining questions as insufficient outstanding features were identified.
142. Overall, the school has made good progress since the last inspection in addressing the key issues identified. It has raised standards of achievement in design and technology and physical education. The range of experiences for children under five have been broadened. Short term planning has been improved and ensures work is now properly matched to pupils' abilities and standards of teaching and learning are regularly monitored by the headteacher.

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

Grade 1: Good with outstanding features

143. The findings of the inspection team match the judgement of the school in its self-evaluation report.
144. The inspection team agreed that this question warranted a Grade 1, in comparison to the Grade 2 awarded for Key Question 1, since the management of the school's accommodation and human and physical resources has outstanding features in line with the Grade 1 awarded to Key Question 5.
145. The school has a very good complement of teaching staff to deliver the curriculum with a low pupil-teacher ratio; this is an outstanding feature. Teachers have appropriate qualifications and a wide range of specialisms, which are effectively deployed throughout the school. The planning for delegation of responsibilities is good and the job descriptions of all staff give a clear outline of their responsibilities.
146. Investment is made in a very good complement of LSAs, who are enthusiastic and co-operate very well with other staff.
147. Teachers attend a good range of training courses and this has a positive effect on their skills and understanding.
148. The building is in very good condition with spacious teaching areas; this is an outstanding feature. Extensive and effective use is made of whiteboards to support teaching and learning and the computer suite and corridor areas to develop pupils' ICT skills. Very good use is made of the outdoor facilities. Pupils' work is very effectively displayed on classroom walls and corridor areas. The central library is adequately resourced, however, reference books are not classified for easy access. The caretaker and her colleagues keep the school clean and tidy.
149. The school and GB help to ensure that resources match priorities for development. Annual reviews are held to ensure that they are sufficient and suitable. Overall, there is a very good and appropriate range of resources for all areas of the curriculum.

150. The school has adopted effective procedures for managing teacher planning, preparation and assessment (PPA) time in accordance with statutory requirements.
151. Expenditure decisions linked very well to priorities in the school's plans. The latest audit by the local authority in January 2007 states that budgetary regulatory arrangements are very good with no recommendations identified.
152. The GB is diligent in its monitoring role in reviewing and guiding significant areas of expenditure.
153. The school operates effectively from day-to-day. The headteacher and the school's administration officer fulfil their duties very efficiently. Overall, the school provides very good value for money.

Standards achieved in subjects and areas of learning

English

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

Good features

154. Key stage1 pupils make good progress in speaking and listening and achieve good standards. Across the key stage, they listen attentively and with good understanding to explanations, instructions, stories and poems. Most confidently use a developing vocabulary as they ask and answer questions and contribute effectively to discussions. They demonstrate good role play skills.
155. Pupils across key stage1 make good progress in reading and read accurately with good levels of understanding, expression and enjoyment. They have a good awareness of features on the covers of books and talk confidently about plots and characters.
156. Across key stage1, pupils make good progress in writing and by the end of the key stage most develop as independent writers. They write for a good range of purposes including accounts, descriptions, news items, letters and stories. Older ones in particular create well written poems. They make good progress in spelling and use nouns and adjectives effectively. Most develop good punctuation skills which include the appropriate use of commas and speech marks.
157. Speaking and listening skills across key stage 2 are good and often very good at the end of the key stage. Pupils listen very effectively and with very good levels of understanding to contributions by their teachers and other pupils during whole class discussions or when working in groups. They speak clearly and confidently and enjoy contributing to discussions. Younger ones identify rhyming words and discuss poems and stories, the work of archaeologists and

their own reading effectively. Older pupils very effectively explore features of poems and stories with a visiting author.

158. Most key stage 2 pupils make good progress in reading; they read clearly and accurately. At appropriate levels they demonstrate good levels of understanding and discuss characters, plots and favourite authors effectively and many make good quality predictions about the outcomes of stories
159. Across key stage 2, pupils effectively write for a wide range of purposes and in a variety of styles including dialogues, play scripts, instructions, newspaper reports, character studies, book reviews and letters. Poetry writing is particularly good, especially at the end of the key stage. Most pupils make good progress and achieve good standards in relation to both the content of their work and the conventions of writing and they often make good use of their drafting and re-drafting skills.
160. Overall, the quality of handwriting is good and in both key stages pupils make good use of their ICT skills to present their work.

Shortcomings

161. There are no important shortcomings, but key stage 2 pupils make insufficient use of the library to develop their higher order reading skills.

Mathematics

Key Stage 1: Grade 3: Good features outweigh shortcomings

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

Good features

162. Pupils in both key stages develop a good mathematical vocabulary. By the end of key stage 2, most pupils use appropriate terms across a wide range of contexts.
163. Pupils' display good skills in using ICT to support their learning in key stage 1. By the end of key stage 2, they make very effective use of a range of ICT equipment when using and applying their mathematical skills.
164. In key stage1, pupils attain good standards in their understanding of addition and subtraction of number. They distinguish between odd and even numbers and add and subtract accurately counting on and back in steps of different size. By the end of the key stage, they have a developing grasp of their two, five and 10 times tables.
165. Pupils in key stage1 classify objects according to shape and size. Year (Y)1 pupils have a good knowledge and understanding of two-dimensional shapes and their properties and recognise and use everyday language to describe

three-dimensional shapes in an effective manner. Year 2 pupils have a secure grasp of three-dimensional shapes and their properties.

166. Y2 pupils have a good understanding of time in half hour intervals. They make use of simple graphs to classify information and to present findings in relation to a developing range of topics. In handling money, they make up totals confidently and accurately and begin to develop an understanding of giving change.
167. Key stage 2 pupils develop a secure knowledge of the four rules of number and the relationship between them; the vast majority work accurately and methodically by the end of the key stage.
168. In Y3, pupils develop a good grasp of the various ways of representing data. They place objects accurately in a Venn diagram having identified appropriate fields.
169. Y4/Y5 pupils make good progress in their understanding of the properties of numbers including larger numbers. In their study of position and movement, they accurately use co-ordinates to specify location and rotate two dimensional shapes into various quadrants using negative numbers.
170. Y6 pupils develop flexible and effective methods of computation displaying a wide range of mental methods. Their skills in estimation across a variety of areas are consistently good, as are their skills of justifying their answers.
171. By the end of KS2, most pupils use fractions effectively and display competence when recognising the equivalence of fractions, decimals and percentages. They have good understanding of the 24-hour clock, work accurately with numbers to two decimal places and handle money well.

Shortcomings

172. In key stage1, Y2 pupils have limited understanding of the operations of multiplication and division.
173. By the end of key stage1, pupils display limited understanding of units of measure and the use of simple measuring instruments.

Design and technology

174. **Key Stage 1: Grade 2: Good features and no important shortcomings**
175. **Key Stage 2: Grade 2: Good features and no important shortcomings**
176. **Good features**
177. In both key stages, pupils have a sound understanding of the investigative, designing, making and evaluating processes of their products.
178. In food technology, key stage 1 pupils undertake a detailed study of all pupils' preference of sandwich fillings. They record their findings making good use of their ICT skills. They plan the stages of sandwich making and undertake a tasting session with healthy eating uppermost in their brief. They develop an understanding that food presentation and appearance influences choice. They are fully aware that food preparation requires scrupulous cleanliness.

179. In previous work, key stage 1 pupils have designed and made a multi-coloured coat in their work in religious education. They display good skills in repeating patterns with end products of a good quality.
180. In key stage 2, pupils in the Y3/Y4 class, in groups, plan and design ways of keeping facades upright. They generate good ideas and begin to experiment in different ways using card. Tools and materials are handled in an appropriate manner.
181. Pupils in the Y4/Y5 class undertake very detailed research into how mechanisms work. In groups, they generate very interesting ideas how they can be used to produce a wide range of movements for which they use a very good vocabulary. They investigate a wide range of products and how they work, concentrating particularly how they produce different types of movement. They use this information very effectively to influence their designs. These are outstanding features.
182. In previous work, pupils in the Y4/Y5 class have designed and made good quality three dimensional treasure containers. They have evaluated their products meticulously, identifying ways of making things differently if repeating the model.
183. In their designs of fairground rides, pupils in the Y5/Y6 class use a very good range of vocabulary when generating their ideas for the product. They experiment effectively with pulleys, making good quality prototypes. They label their sketches appropriately.

Shortcomings

184. There are no important shortcomings but the designs of older pupils in key stage 2 are not sufficiently accurate, as they do not record measurements nor use scale.

History

Key stage 1: Grade 1: Good with outstanding features

Key stage 2: Grade 1: Good with outstanding features

Outstanding features

185. Across both key stages, pupils show considerable interest and enthusiasm for the subject and develop a very good vocabulary. They undertake a range of historical enquiries by using books, internet sites and other primary and secondary sources. They effectively use time lines to develop a good understanding of chronology and have regular first hand experiences by going on a variety of visits and having visitors to the school.
186. Key stage 1 pupils make very good use of artefacts and pictures and show a very good recall of previous learning. Their skills of communicating their understanding through extended writing, art work and role play situations are outstanding aspects of their work.

187. Across key stage 2, pupils develop a very good knowledge of a number of features relating to the periods they study. They demonstrate a very good understanding of the historical process and focus very effectively on a wide range of evidence sources; they show that their interpretation skills develop very effectively. They make very good use of their extended writing skills to communicate their knowledge and understanding.

Good features

188. In key stage 1, pupils have a good knowledge of a range of stories from the past such as Florence Nightingale and Betsi Cadwaladar. They remember the characters and aspects of their lives well and make good use of the information to develop their understanding of the concepts of cause and consequence.

189. Pupils in key stage 1 choose correctly between old and new artefacts in picture form and give reasons for their choice. They demonstrate a good understanding of how the installation of electricity in homes has changed people's lives and how people washed their clothes in the days before electricity.

190. Key stage 1 pupils make very good use of a visit to a stately home to enhance their understanding of how the more prosperous lived in Victorian times. In their work on the less fortunate, they focus effectively on the life and work of miners and mining families and empathise effectively with the life of Susan Rees.

191. In key stage 2 younger pupils effectively study the Celts and Romans and how they lived and compare their lifestyles effectively. Through practical activities and ICT simulations, they develop a very good understanding of the work of archaeologists in relation to enhancing society's knowledge of the Celtic and Roman periods.

192. Pupils in Y4/Y5 demonstrate very good background knowledge of a range of features relating to the Tudor and Stuart monarchs, having gathered a wide range of relevant information. They develop an awareness that sources need to be treated with caution and can be interpreted in different ways. They focus very effectively on features relating to local and Welsh history including a study of life at Carew Castle, the Red Bandits of Mawddwy, William Morgan and the Welsh Bible, the effects of the Civil War on Wales and the study of the plague at Haverfordwest.

193. Pupils in Y6 consider the range of historical evidence, artefacts and pictorial images as they develop a good understanding of a number of features relating to life in the Victorian era. They develop a good knowledge of overseas territorial possessions during a century when the empire expanded. They focus very effectively on school life during the latter part of the period and communicate their understanding in an impressive manner through group presentations, which include well focused comparisons with their own school situation.

Shortcomings

194. There are no important shortcomings.

Art

Key Stage 1: Grade 3: Good features outweigh shortcomings

Key Stage 2: Grade 3: Good features outweigh shortcomings

Good features

195. In both key stages pupils make appropriate use of sketchbooks to produce observational drawings and as a means of collecting information for further work.
196. Key stage 1 pupils have a good understanding of line and shape as they create observational drawings of fruit; they use charcoal and pencil effectively.
197. In key stage 1, pupils' skills of mixing and experimenting with colour develops well. They choose different types of paint brushes to create different images in an appropriate manner and demonstrate good skills of evaluating their work.
198. Across key stage 1, pupils use photographs and artefacts effectively and demonstrate good skills, as they produce paintings reflecting their experiences of a visit to a Victorian mansion. They demonstrate good skills in their collage work as they create winter scenes and pictures from a class story which they have been studying.
199. Across key stage 1, pupils make good use of computer programs to enhance their work in art.
200. Younger key stage 2 pupils make good use of working with Nicola Gerson, a local artist, and demonstrate good skills of experimenting with colour. They make good use of circles to create part of their landscape images.
201. Using a range of material, pupils in Y4/Y5 demonstrate good observational drawing skills, as they create posters reflecting local tourist attractions.
202. Older key stage 2 pupils develop good skills of using watercolour paintings to illustrate aspects of their written work. Working with oil pastels, they create self-portraits of good quality.
203. Y4/Y5 pupils work carefully and demonstrate good skills as they create figurative clay sculpture based on the work of Jane Muir. As part of their three dimensional work, Y6 pupils work with the same medium to create a range of good quality footwear, which they decorate effectively.

Shortcomings

204. Pupils' three dimensional work is limited in key stage 1.

205. In both key stages, pupils' awareness and knowledge of the work of famous artists, including those from Wales, are underdeveloped.
206. Key stage 2 pupils' skills of responding to art work from a variety of periods, cultures and contexts are limited.
207. In key stage 2, pupils' understanding and use of appropriate art vocabulary and their ability to evaluate their work and that of others is insufficiently developed.

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

208. In both key stages, pupils wear appropriate clothing for activities. They understand the benefits of warming and cooling activities before and following energetic activities.
209. In key stage 1 in gymnastics, the vast majority of pupils display good skills when linking a sequence of three movements. They improve their control and use of a developing range of different shapes and direction of travel. Their body posture is consistently good.
210. In key stage 1, pupils use appropriate vocabulary when evaluating their own performance and that of others.
211. In key stage 2, pupils take part in a good range of games which include development of movement, ball skills, decision-making and spatial awareness. They develop a good, healthy competitive attitude in their activities.
212. In gymnastics activities, younger key stage 2 pupils develop a good awareness of safety rules. They diligently recognise and follow relevant rules and safety procedures. They use space effectively and display good posture and technique when log rolling and performing sequences including straight, tuck and piked positions.
213. In swimming, all Y3/Y4 pupils display confidence in water. Most demonstrate a variety of means of propulsion using both arms and legs. They develop very effective and efficient swimming strokes on both front and back; these are outstanding features. More able swimmers succeed in straddle jumping into the pool without submerging the body.
214. In dance, older key stage 2 pupils respond well individually to musical stimuli when adapting and refining posture. In group activities, they compose and perform basic movements with developing control.

Shortcomings

215. There are no important shortcomings, but in dance older key stage 2 pupils' skills in synchronising movement in group activities are underdeveloped.

School's response to the inspection

216. Staff and governors of Sageston Community Primary School are delighted with this inspection report which we feel offers a fair and accurate reflection of the quality of work in our school.
217. We compliment the inspection team on the courteous and professional manner in which they conducted the inspection. They gave staff and pupils confidence to give of their best and the opportunity to achieve the very good and often outstanding results recorded. We are very proud of our school and children.
218. The staff and governors recognise the value of the inspection process and, in identifying strengths and areas for development, we will be able to continue to promote the high quality of education offered to our pupils and endeavour to further raise standards of achievement.
219. We fully accept the recommendations of the inspection report which will become the focus of our action plan.
220. A copy of the school's action plan in response to the inspection recommendations will be sent to all parents. The governors' annual report to parents will report on the progress we are making on the inspection recommendations.

Appendix 1

Basic information about the school

Name of school	Sageston Community Primary School
School type	Community Primary
Age-range of pupils	3 – 11

Address of school	Sageston Birds' Lane Sageston Tenby Pembrokeshire
Postcode	SA70 8SH
Telephone number	01646 651471

Headteacher	Mrs Joan Morris
Date of appointment	April 1991
Chair of governors	Mr John Brock M. B. E.
Registered inspector	Mr Jeffrey Harries
Dates of inspection	4 th March – 6 th March 2008

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	1.5	15	4	5	17	16	15	17	90.5

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	5	2	6.1

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	1:18
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	18
Teacher (fte): class ratio	1.2:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Spring 2007		87.2%	91.8%
Summer 2007		87.2%	92.0%
Autumn 2007		90.4%	93.8%

Percentage of pupils entitled to free school meals	11%
Number of pupils temporarily excluded during 12 months prior to inspection	2

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	A	F	W	1	2	3	4	5
English	Teacher Assessment	School	0	0	0	0	24	57	19	0	0
		National	1	1	0	1	14	63	20	0	0
Mathematics	Teacher Assessment	School	0	0	0	0	14	57	29	0	0
		National	0	0	0	2	11	64	23	0	0
Science	Teacher Assessment	School	0	0	0	0	5	71	24	0	0
		National	0	0	0	1	9	66	24	0	0

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

National Curriculum Assessment Results End of key stage 2:

National Curriculum Assessment KS2 Results 2007			Number of pupils in Y6		25						
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher Assessment	School	0	0	0	0	0	4	4	60	32
		National	0	0	0	0	1	4	16	50	29
Mathematics	Teacher Assessment	School	0	0	0	0	0	0	0	56	44
		National	0	0	0	0	1	3	15	50	30
Science	Teacher Assessment	School	0	0	0	0	0	0	4	60	36
		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) by teacher assessment			
In the school	92.0%	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

The school was inspected by a team of three inspectors who were present in the school for a total of six inspection days.

Before the inspection:

- meetings were held with the headteacher, staff, GB and seven parents who attended the pre-inspection meeting;
- questionnaires were distributed to all parents and the 30 questionnaires that were returned were analysed and the team considered the results; 95% of the responses were positive, and
- school documentation was examined.

During the inspection:

- evidence was gathered based on inspecting classes in a total of 28 lessons or sessions across the age range;
- other observations were undertaken including collective worship, registration, play time and lunch time;
- discussions were held with pupils on aspects of their life and work in the school;
- inspectors listened to a representative sample of pupils reading;
- inspectors examined pupils' work from each age group, in addition to work in the classroom and being displayed around the school; and
- post-inspection meetings were held with the headteacher, staff and GB.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Jeffrey Harries Registered Inspector	Context Summary, recommendations and appendices, Key questions 1,5 and 6. mathematics, design and technology physical education
Mr Brinley W Jones Team Inspector	Key questions 2, 3 and 7 English history art
Mr Gwilym Davies Lay Inspector	Contributions to key questions 1, 3, 4 and 5
Mrs Joan Morris Headteacher and nominee	Attending meetings School response

Acknowledgement:

The inspectors wish to thank the governing body, staff, parents and pupils of the school for their co-operation, assistance and courtesy before and during the inspection.

The Contractor:

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