

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

A Report on the Quality of Education in

**Spittal Church in Wales Voluntary Controlled
Primary School
Spittal
Haverfordwest
Pembrokeshire
SA62 5QR**

School Number: 6683050

Date of Inspection: 08/06/09

by

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15781**

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Spittal Church in Wales Voluntary Controlled 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 Spittal Church in Wales Voluntary Controlled Primary School took place between 08/06/09 and 10/06/09. An independent team of inspectors, led by Dr. Peter David Ellis, undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a **Short** 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. Spittal Church in Wales Voluntary Controlled Primary School is situated in the village of Spittal about five miles north of Haverfordwest and one mile east of the A40 and it is the most northerly English medium school in the county of Pembrokeshire. In September 2004 the school moved from its original nineteenth century premises to a new building, when the GB elected to retain its Church in Wales status. The spacious accommodation contains four classrooms, an early years unit, a medical room, a kitchen, a large hall and a library, which is also used as a computer suite. There is also an additional room that is used for meetings, music and special educational needs (SEN) support. The building has many eco friendly design features, is well adapted for disabled access and is set in very attractive grounds, which include a large playground, a playing field and a developing environmental area. The school enjoys views of the Preseli Hills and the rolling Pembrokeshire landscape.
2. The school currently caters for 142.5 full-time equivalent learners between the ages of three and eleven years, including six full-time and seven part-time children of nursery age, who are taught alongside reception children in a foundation phase unit. There are four other classes, each containing two age ranges, taught by three full-time and five part-time teachers, including the headteacher. The number on roll has steadily increased over recent years and has now almost reached capacity, containing around nine per cent more learners than at the time of the last inspection.
3. The school serves the village of Spittal and its surrounding community, but through parental choice well over 60% of learners now come from outside the traditional catchment area, including the town of Haverfordwest, and this accounts mainly for the increase in numbers. According to the school the majority of families are neither prosperous nor economically disadvantaged, although only around 6% of learners are registered as being entitled to receive free school meals, which is well below the national average.
4. The intake covers the full range of abilities; most learners join the school in the nursery, but there are entrants in other years, including a few with learning difficulties and from Welsh medium schools. Around 19% of the number on roll are identified as requiring SEN support, which is around the national average; none has a statement. About 1% use Welsh as a first language or to an equivalent standard and around the same percentage speak Hindi or Tamil at home as well as English, although none requires extra support in school. Approximately 6% come from an ethnic minority background. There are no learners who are currently looked after by the local authority.
5. The school was last inspected in June 2003. Since then it has moved into its new premises and a few new teachers have been appointed, including a new deputy headteacher in September 2008, following the retirement of the

previous post holder. The school also now makes provision for nursery age children.

6. The school is extremely successful in National Eisteddfod competitions and in May 2009 it represented Pembrokeshire in eight competitions winning six medals, three bronze, two silver and one gold. It has also won the county trophy three times. It was awarded the Basic Skills Quality Mark for the third time in December 2008 and has successfully reached Phase One of the Health Promoting Schools scheme. It was awarded a top Welsh Heritage prize for its community project on the history of Spittal School. It has also recently undergone an information communications technology (ICT) review.

The school's priorities and targets

7. The school's mission statement is as follows:
8. 'Spittal school is a Christian community, where we recognise the dignity and values of the individual. All members of this community are encouraged to develop their potential in terms of knowledge and understanding, which includes spiritual, moral and physical awareness.'
9. The school's vision is 'to have happy children, happy parents and a happy staff who arrive and leave with a smile'.
10. The school's main priorities are to:
 - create a warm and caring environment, so that all children reach their true potential;
 - value good behaviour, effort and a strong sense of community; and
 - develop pupils who are tolerant and supportive of one another and who show respect for others.
11. The specific priorities for development during the current school year 2008-9 are:
 - complete the ICT review;
 - further develop the outdoor teaching area;
 - review staffing and curriculum responsibilities;
 - check and review documentation in preparation for inspection;
 - review the reading scheme and purchase books;
 - renew the Basic Skills Quality Mark;
 - continue newly qualified teacher and early professional development monitoring;
 - continue the family of schools' co-operation;
 - renew the dispensing of medicines certification; and
 - review fire risk assessment.

Summary

12. Spittal Church in Wales Voluntary Controlled Primary School has many good features and it produces a number of outstanding results in pupils' performance in national assessments and external competitions. A few other elements of the provision are also outstanding, but there is scope for improvement in aspects of learning and teaching, assessment, curriculum planning, self-evaluation and attendance and punctuality.

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 3
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 3
7 How efficient are leaders and managers in using resources?	Grade 2

13. The inspection team disagreed with the school's Grade 1 judgements in its self-evaluation report in all seven key questions. In five key questions the team awarded one grade lower and in two key questions it awarded two grades lower, due to the shortcomings identified.

Standards

14. In key stage one (KS1) national teacher assessments in 2008 overall results were better than locally and nationally; almost all pupils attained at least level 2 in English and science and all did so in mathematics. The percentage attaining the higher level 3 was also better than locally and nationally in oracy, mathematics and science and about the same in reading and writing. In comparison to similar schools, pupils performed as well as the best 50% in English and science and the best 25% in mathematics.
15. In key stage two (KS2) national teacher assessments in 2008 results were better than locally and nationally; almost all pupils attained at least level 4 in English and mathematics and all did so in science. The percentage attaining the higher level 5 was also better than locally and nationally in all three

subjects. In comparison to similar schools, pupils performed as well as the best 25% in English and mathematics and as well as the best 50% in science.

16. Over the last four years in both KS1 and KS2 good standards have been maintained with results being consistently above local and national averages, indicating good value added progress. There are no discernible gender differences over time in either key stage, although in 2008 in KS1 boys performed better than girls in all three core subjects except in writing.
17. All learners, including those with additional learning needs (ALN), whatever their aptitude, ability or social or ethnic background, make steady progress through the school and most fulfil their potential and reach or exceed the targets set for them.
18. Baseline assessment shows that children's ability on entry is generally average to above average and inspection evidence indicates that all make rapid progress in the foundation phase, where standards in the key skills of literacy, numeracy and ICT are very good. The overall quality of the educational provision for the under-fives, therefore, is appropriate to their needs and children make very good progress towards the foundation phase outcomes.
19. In KS1 and KS2 listening is generally good and speaking has some outstanding features. Pupils make good overall progress in reading and some read extremely well for their age. Most produce written work of a good standard across the curriculum and there are examples of outstanding features, although few write at length and independently on a regular basis and tasks are at times unfinished and too reliant on worksheets. Good standards overall are achieved in spelling, punctuation and comprehension, although there is variation at times in presentation and the legibility of handwriting.
20. Pupils in both key stages use numeracy skills appropriately in a range of contexts and subjects and there are some outstanding features in the use of ICT, especially in older KS2. Standards of bilingualism are generally good throughout the school, although there is some variation between classes.
21. Standards in singing and performances by the school orchestra, the recorder group and the 'cerdd dant' are of a very high quality, especially in KS2.
22. Most learners have a positive attitude to lessons and are keen to do well. Overall, they work productively, are well motivated and generally show interest in the tasks they are set, but they are insufficiently involved in planning the direction of their own learning; their awareness of how well they are doing and what they need to do to improve is relatively underdeveloped.
23. An approach to thinking and problem solving skills is being introduced, but, except in the foundation phase and a few lessons in KS1 and KS2, learners' capacity to work independently and with others and to make their own choices and decisions is at an early stage of development.

24. Standards of behaviour throughout the school are good and learners are friendly, welcoming and polite; they show respect for each other and understand and follow the school rules.
25. Attendance rates for the past three terms average 93%, which is a little below the national level and somewhat below that of schools that have a similar free school meals entitlement. A few learners are regularly late.
26. Learners demonstrate a secure awareness of equal opportunities issues and understand that everyone should be treated fairly and without discrimination. They are well prepared to take an active role in the life and work of the local community and become increasingly aware of the world of work.

The quality of education and training

Grades for teaching

27. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
14%	50%	36%	0%	0%

28. These figures are not as good as the last inspection and are lower overall than the national averages published by Her Majesty's Chief Inspector (HMCI) in his latest Annual Report for 2007-8, which indicates that overall the quality of teaching in primary schools in Wales is 83% Grade 2 or better. The amount of Grade 1 teaching is a little below the national average of 16%.
29. Where teaching is Grade 1, the outstanding features include extremely well organised lessons, high quality interaction with learners, excellent use of indoor and outdoor facilities and resources and encouragement of learners to follow their own interests.
30. Where teaching is Grade 2, the good features include clearly structured lessons, a brisk pace, good integration of skills and knowledge across the curriculum, high expectations, clear targets for individuals and the use of role play, games and practical activities.
31. Where teaching is Grade 3, the shortcomings include over-directed teaching, insufficient opportunities for independent and collaborative learning, a lack of explicit learning outcomes and differentiated work by task, insufficient challenge for the more able and an over-reliance on worksheets.
32. Across the school there are very good working relationships between teachers and learners; every individual is treated fairly and equally.
33. Teaching of the under-fives is outstanding and actively promotes the principles of the foundation phase. In KS1 and KS2 teachers display good subject knowledge and use their expertise to good effect. They generally employ a range of appropriate teaching strategies and resources to ensure the

engagement of learners. However, at times the approach is not fully effective in ensuring all in the class are continually on task.

34. Staff are developing their skills in the Welsh language and many use it continually as an integral part of their everyday conversations and routines.
35. Support staff work very effectively with teachers in planning and delivering the curriculum and undertaking specific initiatives. Their contribution at times is outstanding.
36. Assessment, recording and reporting meet statutory requirements. The progress of all learners in the school in reading, spelling and mathematics is carefully tracked, although formative assessment and self and peer evaluation are less well developed and assessment for learning strategies are not consistently applied. Target setting on an individual basis is also at an early stage of development, although underachievers and those with SEN are involved in helping to formulate their own targets and goals.
37. Across the school there is no consistent system for the collation and presentation of work and marking procedures are variable. A significant amount of work is not marked and written comments, when given, are usually brief, although oral feedback is regularly provided. The school meets statutory requirements in reporting to parents.
38. The school provides a broad, balanced, flexible and relevant curriculum that fully meets statutory requirements and the needs of the range of learners. It ensures equality of access and reflects national priorities.
39. The school is well advanced in its implementation of the foundation phase, where shared planning is very thorough and highly effective. However, there are inconsistencies in curriculum planning in KS1 and KS2. Schemes of work are currently in various stages of development, which makes it difficult to assure continuity and progression. Short term planning and the approach to key skills and bilingualism vary considerably across the school with teachers adopting their own systems.
40. The school offers many and varied extra-curricular activities and the provision for music tuition is outstanding. Learners benefit considerably from the very stimulating outdoor learning environment both within the school and the immediate locality. Sustainable development is a strength and the design of the building incorporates many energy and waste saving features.
41. School and class visits to places of interest both locally and further afield are planned regularly. In addition, people from the community and from a variety of occupations are invited into school to talk about their work.
42. The personal and social education (PSE) curriculum permeates many aspects of school life and makes a substantial contribution to learners' personal and social development. Collective worship meets statutory requirements. Learners

know the difference between right and wrong and work and play together well. They regularly take part in, organise and support charitable functions.

43. Provision for the cwricwlwm Cymreig is outstanding; evidence around the school indicates that pupils are very aware of their Welsh heritage and culture. In particular, learners are offered opportunities to take part in county and national Eisteddfod competitions and achieve outstanding standards of performance and receive many awards.
44. Learners' awareness of different faiths, beliefs and lifestyles within their own culture and that of the wider world is effectively promoted through the curriculum, collective worship and other activities.
45. The partnership with parents and carers is generally good; nearly all are very supportive and all are kept well informed, although a minority would like more information about the curriculum. There is a parent and friends association (PFA) and parents and grandparents also help in school with various activities.
46. Homework is set regularly in KS1 and KS2 and linked to class themes. Parents are happy with the arrangements and consider their children are well prepared for secondary school in this respect.
47. The school is an important part of the community. There are excellent links with local residents and groups and the village is used as a valuable teaching resource. The relationship with the local church is strong.
48. The school enjoys very positive partnerships with other schools in its family. It welcomes on placement students from secondary schools, the local further education college and the regional university.
49. The school's commitment to work-related education is good and learning is enriched by a range of well established partnerships with local employers and relevant agencies. Opportunities for learners to become involved in enterprise activities, however, are less well developed.
50. The school is a caring community and the headteacher and staff provide a very supportive environment where all are valued. Learners in turn feel happy and safe and are kind, tolerant and honest towards one another. Induction for children in the early years is well established and transition arrangements are very well developed.
51. The school has clear policies and procedures to promote learners' health, safety and wellbeing. Supervision at playtimes and lunch time is good and arrangements for dealing with child protection issues, accidents, emergencies and medical needs are well established.
52. Effective procedures are in place to monitor learners' behaviour, performance, attendance and punctuality and early intervention ensures that any individual concerns are dealt with swiftly and efficiently.

53. The provision for SEN is a strength. The school takes much care in identifying, assessing and monitoring learners with SEN and individual education plans (IEP) are in place. Parents are involved in formal review meetings three times a year.
54. Particular attention is given to learners who underachieve in basic skills and who need to be challenged to reach the next level. This is an outstanding feature. The more able and talented are also considered, particularly in relation to ICT, although provision for them is at an earlier stage of development.
55. The quality of provision for equal opportunities is good overall.

Leadership and management

56. The school has a positive Christian ethos, based on its mission statement and aims, which underpin its life and work.
57. The headteacher is extremely committed to the school and has built up a strong reputation for it over many years. He has a very caring and sensitive approach and leads the administration and strategic direction of the school professionally. The deputy headteacher gives very good support to the headteacher and undertakes a number of roles very efficiently.
58. A teaching and learning responsibility structure is in place and there is a senior management team that meets periodically. Staff work well as a team and all teachers are subject co-ordinators, although most responsibilities inevitably fall to the three full-time staff. Appropriate procedures are in place for performance management.
59. Governors have clear roles and responsibilities and effectively oversee the financial and academic progress of the school. They are kept well informed and play an appropriate role in the school's strategic direction. Good attention is paid to national and local priorities and all statutory policies and requirements are in place.
60. Self-evaluation remains relatively underdeveloped since the last inspection. Insufficient first hand evidence is collected and analysed to reach accurate judgements about the school and its priorities. Staff and governors are involved in the self-evaluation process, but the contribution of other stakeholders, such as pupils, parents and members of the local community, is relatively limited.
61. The role and responsibilities of subject co-ordinators are currently under review by the school, but there is no overview of teachers' planning or robust rolling programme of monitoring across the school; annual subject reports are brief.
62. The self-evaluation report is a comprehensive document that clearly reflects the school's ethos and the pride all staff and governors have in its achievements. However, its conclusions represent an over-estimation of the standards and provision.

63. The school development plan (SDP) is regularly reviewed and is revised annually with the approval of the GB. It contains a number of relevant priorities, which are well supported through an appropriate allocation of resources and there is evidence that actions have resulted in measurable improvements.
64. There were three key issues in the last inspection, relating to standards, assessment and self-evaluation. It was not possible to assess standards in subjects during the current inspection, but there is evidence to indicate that there is scope for continued development in formative assessment procedures, particularly marking. The process of self-evaluation also remains an issue.
65. The school has an appropriate complement of teaching and support staff and the good adult to learner ratio and the effective use of adult expertise, especially in the foundation phase, contribute significantly to the progress made by learners. The involvement of additional teaching staff and support assistants at times is outstanding. All other adults who work in the school are valued members of staff and contribute positively to the strong community ethos. Day to day administrative routines operate very smoothly.
66. The school building and grounds and the quality and quantity of learning resources, including ICT, are outstanding.
67. There is a governing body (GB) finance sub-committee, which monitors the budget carefully, and expenditure is reviewed regularly in order to ensure that money is spent wisely. Overall, the school provides good value for money.

Recommendations

The school needs to:

- R1 address the identified shortcomings in learning and teaching with particular reference to the development of independent learning and matching work to learners' ages and abilities;
- R2 continue to develop assessment and recording procedures, especially in relation to marking learners' work;
- R3 continue to develop curriculum planning procedures to ensure continuity and progression in learning and consistency across the school;
- R4 develop self-evaluation procedures with particular attention to the use of first hand evidence; and
- R5 improve attendance and punctuality.

N.B. Aspects of Recommendations 2, 3 and 4 are included in 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

- 68. The findings of the inspection team do not match the Grade 1 judgement made by the school in its self-evaluation report due to insufficient outstanding features being identified.
- 69. In KS1 national teacher assessments in 2008 almost all pupils attained at least level 2 in English and science and all did so in mathematics, so that the core subject indicator (CSI), which is the percentage of those attaining at least level 2 in all three subjects, was 86%; this was above the local and national levels of 82% and 80.7% respectively. The percentage attaining the higher level 3 was also better than locally and nationally in oracy, mathematics and science and about the same in reading and writing. In comparison to schools with a similar free school meals percentage, pupils performed as well as the best 50% in English and science and the best 25% in mathematics, but overall in the CSI

the school was just below the best 50%, due to different pupils not attaining level 2 in each subject.

70. In KS2 national teacher assessments in 2008 almost all pupils attained at least level 4 in English and mathematics and all did so in science, so that the CSI, which is the percentage of those attaining at least level 4 in all three subjects, was 93%; this was well above the local and national averages of 76% and 75.5% respectively. The percentage attaining the higher level 5 was also better than locally and nationally in all three subjects. In comparison to schools with a similar free school meals percentage, pupils performed as well as the best 25% in English, mathematics and the CSI and as well as the best 50% in science.
71. Over the last four years in both KS1 and KS2 good standards have been maintained with results being consistently above local and national averages, except for a dip in mathematics in KS2 in 2006 and 2007. The 2004 Y2 cohort performed almost as well in 2008 at the end of KS2, indicating good value added progress, even though a number of pupils had joined the school during the key stage.
72. In 2008 in KS1 boys performed better than girls in all three core subjects, except in writing, where none attained level 3. In KS2 in 2008 there were no distinguishable gender differences, mainly due to only a small number of boys being assessed. Overall, there are no discernible gender differences over time in either key stage, particularly because cohorts vary considerably in their gender balance.
73. All learners, including those with ALN, whatever their aptitude, ability or social or ethnic background, make steady progress through the school and most fulfil their potential and reach or exceed the targets set for them. Of these, a significant minority achieve very high standards of performance in specific aspects of the curriculum.
74. Baseline assessment shows that children's ability on entry is generally average to above average and inspection evidence indicates that all make rapid progress in the foundation phase. The overall quality of the educational provision for the under-fives, therefore, is appropriate to their needs and children make very good progress towards the foundation phase outcomes.
75. Standards in the key skills of literacy, numeracy and ICT in the foundation phase are very good. Children listen attentively, follow instructions carefully and sit quietly and patiently. They speak clearly, make verbal contributions confidently and use a good range of vocabulary for their age; some articulate their ideas and experiences extremely well. They show a good interest in books, understand that print conveys meaning and follow stories intently. They engage in a variety of mark making and early writing activities and learn quickly to write their own name, so that by the end of the reception year many can produce words and sentences of their own.
76. Children in the foundation phase learn to count and to recognise numbers and shapes in a range of activities and they begin to use ICT as an integral part of their learning, developing appropriate mouse and keyboard skills, as well as

learning to use a digital camera and other electronic equipment competently and confidently.

77. In KS1 and KS2 pupils generally listen well and display good comprehension and understanding, although one or two are prone to call out at times. Speaking across the school is particularly good and has some outstanding features. Most pupils speak clearly and express their ideas and opinions readily. They answer questions confidently and contribute to discussions productively. The ability of the majority to speak in front of an audience, for example when presenting to the class or performing on stage, is particularly impressive.
78. Pupils in KS1 and KS2 make good overall progress in reading and some read extremely well for their age. Nearly all read with increasing fluency and improving expression and intonation. In KS1 most can self-correct errors and use phonics and other strategies to extract meaning. They tackle unfamiliar words confidently. In KS2 they effectively recall details of what they have read and understand about different types of books and how they are written; they can infer and deduce meaning. Older ones develop a range of higher order reading skills to enhance their understanding.
79. Most pupils in KS1 and KS2 produce written work of a good standard across the curriculum and there are examples of outstanding features, although few write at length and independently on a regular basis and tasks are at times unfinished and too reliant on worksheets. In KS1 the range of writing is somewhat limited, but in KS2 pupils produce a variety of writing in different genres and for different purposes and audiences that is generally age appropriate. Good standards overall are achieved in spelling, punctuation and comprehension, although there is variation at times in presentation and the legibility of handwriting.
80. Pupils in both key stages use numeracy skills appropriately in a range of contexts and subjects and apply them to everyday life. For example, they use four and six figure co-ordinates in geography, assemble tally charts and graphs in science and measure accurately in design technology.
81. There are some outstanding features in the use of ICT, especially in older KS2. Pupils become familiar with a variety of programs and equipment, such as digital cameras, interactive whiteboards and floor robots. They use computers to word process and to edit their work, combining words and pictures and utilising different fonts, colours and text size. They access the internet at times for research purposes. They make presentations using Powerpoint and learn to shoot, splice and edit film in order to make a movie. Older pupils are familiar with the use of spreadsheets to make calculations.
82. Standards of bilingualism are generally good throughout the school, although there is some variation between classes. From the time they start in the foundation phase, learners begin to use Welsh as a natural part of their work and everyday life at school. They learn to understand a range of words, phrases and sentences and they respond enthusiastically and capably to

- questions. In KS1 they start to write in Welsh and older ones begin to interchange between the languages competently and confidently.
83. Standards in singing and performances by the school orchestra, the recorder group and the 'cerdd dant' are of a very high quality, especially in KS2.
 84. Learners are able to apply the knowledge, skills and understanding they acquire to new and unfamiliar situations. However, their awareness of how well they are doing and what they need to do to improve is relatively underdeveloped.
 85. Most learners have a positive attitude to lessons and are keen to do well. Overall, they work productively, are well motivated and generally show interest in the tasks they are set, but they are insufficiently involved in planning the direction of their own learning; at times a few lack concentration and are reluctant to participate or to respond.
 86. In association with the local family of schools, an approach to thinking and problem solving skills is being introduced. Learners at times work in pairs and groups, but, except in the foundation phase and in a few lessons in KS1 and KS2, their capacity to work independently and with others, to produce original ideas and to make their own choices and decisions is at an early stage of development.
 87. Standards of behaviour throughout the school are good and learners are friendly, welcoming and polite; they show respect for each other and understand and follow the school rules, which are simple and relevant. They are aware of the procedures for rewards and sanctions.
 88. Attendance rates for the past three terms average 93%, which is a little below the national level (93.3%) and somewhat below that of schools that have a similar free school meals entitlement (94.6%). Unauthorised absence is less than the national level and in line with that for similar schools. Much of the absence is caused by a few learners who have unsatisfactory attendance, which has an adverse impact on the continuity of their education and the standards they achieve. Holidays taken in term time also affect the overall rates of attendance for the school.
 89. Despite the school's best efforts, a few learners are regularly late, which affects their learning and disrupts the start to the first lesson of the day.
 90. In discussion, learners demonstrate a secure awareness of equal opportunities issues and understand that everyone should be treated fairly and without discrimination, regardless of their individual differences. They show a growing awareness and respect for faiths and cultural traditions that differ from their own, as well as for those less fortunate than themselves.
 91. Learners are well prepared to take an active role in the life and work of the local community. They study its history and geography and support a range of activities and initiatives. They also become increasingly aware of the world of

work through, for example, visits to farms and shops and links with local businesses.

The quality of education and training

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

Grade 3: Good features outweigh shortcomings

92. The findings of the inspection team do not match the Grade 1 judgement made by the school in its self-evaluation report due to insufficient outstanding features and the number of shortcomings identified.
93. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
14%	50%	36%	0%	0%

94. These figures are not as good as the last inspection and are lower overall than the national averages published by HMCI in his latest Annual Report for 2007-8, which indicates that overall the quality of teaching in primary schools in Wales is 83% Grade 2 or better. The amount of Grade 1 teaching is a little below the national average of 16%.
95. Where teaching is Grade 1, the outstanding features include:
- extremely well organised lessons with learners continually involved in their set tasks;
 - high quality and well supported interaction with learners;
 - excellent use of indoor and outdoor facilities and resources; and
 - learners listened to and encouraged to follow their own interests and ideas and to make their own decisions.
96. Where teaching is Grade 2, the good features include:
- clearly structured lessons with learning objectives and key skills identified;
 - timed activities and a brisk pace which keeps learners on task;
 - good integration of skills and knowledge across the curriculum;
 - high expectations of all learners;
 - clear targets for individuals; and
 - the use of role play, games and practical activities to enhance learning.

97. Where teaching is Grade 3, the shortcomings include:
- over-directed teaching, which does not give learners an opportunity to be actively engaged in their own learning or to develop collaborative work;
 - a lack of work differentiated by task, which is not matched to learners' ages and abilities, leading specifically to insufficient challenge for the more able;
 - questioning skills that do not engage all learners;
 - insufficient time for learners to evaluate their own achievements;
 - a lack of explicit learning objectives with learners unaware of the intended outcomes; and
 - an over-reliance on worksheets.
98. Across the school there are very good working relationships between teachers and learners, all of whom are encouraged to do their best at all times. Praise and encouragement are used effectively and learners feel valued as integral members of the school community. Every individual is treated fairly and equally, irrespective of gender, race or ability.
99. Teaching of the under-fives is outstanding and actively promotes the principles of the foundation phase. Activities are very well planned and provide a suitable level of challenge for all children, successfully promoting collaborative and independent learning. Children are given every encouragement to make their own decisions, to be creative and to succeed.
100. In KS1 and KS2 teachers display good subject knowledge and use their expertise to good effect in various classes. They have a good knowledge of each individual they teach and generally employ a range of appropriate teaching strategies and resources to ensure the engagement of learners. However, at times the approach is not fully effective in ensuring all in the class are continually on task.
101. The headteacher, teachers and support staff, as well as administrative staff, are developing their skills in the Welsh language and they demonstrate a clear commitment to bilingualism across the school. Many use Welsh continually as an integral part of their everyday conversations and routines.
102. Support staff work very effectively with teachers in planning and delivering the curriculum and undertaking specific initiatives, helping individual learners and targeting those identified with SEN. Their contribution to learners' all round development at times is outstanding, especially in the foundation phase.
103. Assessment, recording and reporting meet statutory requirements. Assessment of the under-fives is very effective and teachers and support staff assess them on a daily basis; electronic records are kept of their progress and effective targets are set for their development. The results of the Baseline assessment are used to inform teaching and learning.

104. The progress of all learners in reading, spelling and mathematics is carefully tracked through the use of standardised tests twice a year. The school also uses the Pembrokeshire Screening Tool to identify early where any support might be needed, for example for those with ALN and who are under attaining in basic skills. Outcomes are shared with all members of staff and inform the strengths and areas for development for each individual.
105. Formative assessment and self and peer evaluation are less well developed and assessment for learning strategies are not consistently applied to ensure learners know how to improve. Target setting on an individual basis, beyond that formally undertaken for the local education authority (LEA) in relation to potential levels of attainment, is also at an early stage of development. However, underachievers and those with SEN are involved in helping to formulate their own targets and goals.
106. Pupils' work in the core subjects is moderated by the local family of schools and several members of staff are leaders or members of subject specific groups which during the last year have focused on the moderation of work between Y2 and Y3 and Y6 and Y7. Subject co-ordinators have also developed portfolios of exemplar work within all subject areas and PSE.
107. There is no consistent system across the school for the collation and presentation of work, so that it is difficult to assess continuity and progression within and between classes.
108. Marking procedures are variable and inconsistent. A significant amount of work is not marked and written comments, when given, are usually brief and do not indicate the way forward, although oral feedback is regularly provided to learners as they proceed in their tasks. In addition, work is often not dated and unfinished.
109. The school meets statutory requirements in reporting to parents and annual reports are detailed and of good quality. Parents are also provided with a music and sports report, where relevant. A feature of good practice is the opportunity given to pupils at the end of the year to self-evaluate their progress, although there is no facility for parents to provide written feedback. Formal consultation evenings, held twice a year, provide parents with an adequate opportunity to discuss how well their children are doing.

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

110. The findings of the inspection team do not match the Grade 1 judgement made by the school in its self-evaluation report due to insufficient outstanding features being identified.
111. The school provides a broad, balanced, flexible and relevant curriculum that fully meets statutory requirements and the needs of the range of learners. It

ensures equality of access and reflects national priorities. Recommended curriculum time for each key stage is exceeded.

112. The weekly timetable is structured to cater for the number of teachers who are on part-time contracts. Although this makes the timetable somewhat complex, lessons are well matched to teachers' expertise and planning is undertaken to ensure there is no duplication in the curriculum.
113. The school is well advanced in its implementation of the foundation phase, where shared planning is very thorough and highly effective. Good team work and daily routines are well established that successfully promote very appropriate learning for the early years.
114. There are inconsistencies in curriculum planning in KS1 and KS2. There are policies for each subject, but the schemes of work are currently in various stages of development, due to the introduction of the new skills framework, although the schemes for history and geography have been completed to a high standard. Commercial schemes are being adopted for some other subjects, for example mathematics, science, ICT and design technology, but these have not been customised for use by the school. Previous schemes are still being used for some other subjects, but formats vary and there is very little guidance, for example, in English, art and music, which makes it difficult to assure continuity and progression.
115. Short term planning varies considerably across the school with teachers adopting their own systems. There is no consistency of approach either in the maintenance of planning files or the evaluation of learning and teaching to build on experience. There is no oversight of the planning process by senior management.
116. The school is developing its approach to key skills and has produced relevant policies, which refer to thinking skills, communication skills, ICT, numeracy, the cwricwlwm Cymreig and PSE. Planning for bilingualism is also being developed. The majority of teachers identify these skills in their short term plans, mainly through the use of icons, but there is no consistent practice across the school.
117. The school offers many and varied extra-curricular activities, which enhance and enrich learning and which are well supported. Various sports coaches, for example in Judo and gymnastics, visit regularly to take after school clubs.
118. The provision for music tuition is outstanding. A contracted teacher visits the school every week to take singing and to lead the orchestra and all pupils in Y4, Y5 and Y6 are members. All play recorders, but the majority also play other instruments, such as the cello, violin and flute, for which additional peripatetic tuition is provided. The orchestra performs in school concerts, as well as at local events and at county level.
119. Learners benefit considerably from the very stimulating outdoor learning environment both within the school and the immediate locality. The facilities

and their use are an outstanding feature and have a positive impact on learning.

120. School and class visits to places of interest both locally and further afield are planned regularly, linked to study areas. In addition, people from the community and from a variety of occupations are invited into school to talk about their work. All learners have the opportunity to participate in every activity.
121. Sustainable development is also a strength of the school and the design of the building incorporates many energy and waste saving features, such as air and water recirculation, a biomass boiler and lights that automatically switch off when a room is not being used. There are recycling bins in all classrooms and the school has a paper recycling container in the playground. The after school gardening club is very popular and the garden area has growing beds and a composting facility. Teachers use the school and its environmentally friendly features extensively in their teaching. However, there is no specific eco committee.
122. The PSE curriculum permeates many aspects of school life and makes a substantial contribution to learners' personal and social development, for example through circle time in the foundation phase and KS1. There is a specific co-ordinator and policy, as well as a draft scheme of work, which is based on the new Welsh Assembly Government (WAG) guidelines.
123. The school's Christian ethos guides learners' spiritual and moral development. Each morning starts with either a class or whole school worship, where learners are respectful and contribute to the reverence of the occasion. All participate, whatever their creed or beliefs, and sessions fully meet statutory requirements. All classes also say prayers before lunch and at the end of the day. The surrounding environment helps to stimulate a sense of awe and wonder of the created world.
124. Learners know the difference between right and wrong and work and play together well. They regularly take part in, organise and support charitable functions, such as Children in Need. Harvest Festival donations are given to villagers in Malawi for water pipes, fertilizer and net beds to reduce malaria. The organiser of the Malawi Christian Project visits the school annually.
125. Provision for the cwricwlwm Cymreig is outstanding. There is an annual school Eisteddfod, which is conducted mainly through the medium of Welsh. Learners also perform in an annual Welsh evening for parents and the community. KS2 pupils attend a residential Welsh learners' weekend at the Urdd activity centre in Llangrannog, where they hear and use Welsh as much as possible. Accompanying staff also improve their Welsh during this weekend. In addition, learners have worked with a renowned local artist and author, producing impressive wall hangings as a result of her workshops. Evidence around the school indicates that pupils are very aware of their Welsh heritage and culture.
126. In particular, learners are offered opportunities to take part in the county and national Eisteddfod competitions, performing in dance, drama, music and

recitation. Participants achieve outstanding standards of performance and receive many awards.

127. Learners' awareness of different faiths, beliefs and lifestyles within their own culture and that of the wider world is effectively promoted through the curriculum, collective worship and other activities, such as the link with Malawi.
128. The partnership with parents and carers is generally good; nearly all are very supportive and many are extremely positive about the school, but a few express concerns. All are kept well informed about school events and newsletters are sent home regularly, giving information and notification of dates, although a minority would like more information about the curriculum and what their children are studying. An appropriate home-school agreement is in place.
129. There is a PFA, which raises substantial funds for pupils' benefit. Members are always at hand during concerts, coffee mornings and musical and social events, which they help organise with the school. Parents and grandparents also help in class and with transport for educational visits, as well as listening to readers, assisting with extra-curricular activities, the annual concert and Urdd activities. Parents are encouraged to visit and discuss needs or issues that may arise and most are confident any complaints or suggestions would be taken seriously and acted on.
130. Homework is set regularly in KS1 and KS2 and linked to class themes. Reading books are taken home and reading diaries are kept. Pupils are given a list of spellings each week on a Monday and are tested on these on a Thursday. Older ones are also periodically asked to undertake individual project work at home. Parents are happy with the arrangements and consider their children are well prepared for secondary school in this respect.
131. The school is an important part of the community and learners know it well and understand what is needed for its continued success. There are excellent links with local residents and groups, which use the school for meetings and functions and who are invited to many school events. The village is also used as a valuable teaching resource; foundation phase children, for example, frequently walk around the neighbourhood, whilst other groups regularly visit specific areas for history and geography purposes and older pupils have produced a film about one of the local legends. Learners recognise that through partnership, citizenship and care for the environment they can make a real contribution to their community.
132. The relationship with the local church is strong. Learners visit it every half term for services and at times for various studies. The minister visits frequently to participate in collective worship and Christmas cards, designed by KS1 pupils, are produced by the church warden, who is also a foundation governor.
133. The school enjoys very positive partnerships with other schools in its family, which is very active and receives much interest and support from the main receiving secondary school; the cluster has obtained grant funding over a

number of years, allowing it to enhance resources and target community projects.

134. The school welcomes students on placement from secondary schools, the local college and the regional university, which speaks highly of the school's participation and support in the training of teachers.
135. The school's commitment to work-related education is good and learning is enriched by a range of well established partnerships with local employers and relevant agencies, including a recycling centre and a ferry company. Businesses within the community also take a keen interest in the school, such as local farms, the National Park and the nearby manor house museum. Teachers successfully address the vocational aspect of the PSE programme and a range of well planned visits to commercial and retail sites enhances learners' understanding of the world of work.
136. In addition, the school enjoys positive partnerships with personnel from the emergency services, whose work, for example through the 'crucial crew' programme, raises pupils' understanding of various issues.
137. Entrepreneurial skills are promoted through the school council and fund raising for charity. Learners are committed and enthusiastic in their approach, but opportunities to become involved in enterprise activities and the running of a simple business within the school are less well developed.
138. The school is generally successful in laying the foundations for lifelong learning and community regeneration and learners 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

139. The findings of the inspection team do not match the Grade 1 judgement made by the school in its self-evaluation report due to insufficient outstanding features being identified.
140. The school is a caring community and the headteacher and staff provide a very supportive environment where all are valued. Learners in turn feel happy and safe and are confident that any concerns they may have will be dealt with sensitively and effectively. Parents report that they appreciate the high quality of care that their children receive academically, emotionally and physically.
141. Learners treat each other with respect and are kind, tolerant and honest towards one another. Although the range of responsibilities they are offered is somewhat limited, a particular feature is the way older ones help and support those younger than themselves throughout the school day. There are buddy benches in the playground and the school is considering introducing a playground buddy scheme.

142. The school council, whose members are democratically elected and have attended a school council conference, takes an active part in taking the school forward and addressing specific issues, for example in relation to sustainable development and healthy living. Their role as councillors helps them to develop personal and social skills and provides a good opportunity for those of different ages to work together and contribute to decision making. They have a small termly budget and undertake their responsibilities seriously and feel they can make a real difference to their school.
143. Induction for children in the early years is well established and links are strong with the local playgroup, which visits the school and shares some activities with foundation phase children, such as forest school excursions. Information and reports are transferred when children enter the school.
144. Transition arrangements are very well developed and an agreed plan for the local family of schools is in place. Y6 pupils visit their chosen secondary school at least twice before the end of the summer term and various members of staff from all the receiving comprehensives come to the school to meet them. In addition, a specific teacher, who is based at the secondary school, visits Y6 once per month, mainly to liaise regarding pupils with behavioural problems, but she also delivers a transition module as part of the PSE programme. The primary and secondary SEN co-ordinators (SENCO) also meet to discuss IEPs and other aspects of SEN.
145. The school has clear policies and procedures to promote learners' health, safety and wellbeing, which are monitored and implemented carefully by the headteacher, staff and the GB. The importance of physical fitness and healthy lifestyles is emphasised and encouraged through the curriculum, playground games and after school activities. Healthy snacks and a well balanced lunch menu are promoted; canteen staff award stickers to encourage healthy eating. Each learner is provided with a new water bottle every year that can be used in class and there is a water cooler which has an ultraviolet light to kill certain bacteria. The introduction of a breakfast club is currently being considered.
146. An effective health and safety policy is in place with clear procedures. Fire equipment is regularly checked and fire drills are held periodically with targets to improve evacuation times. The school undertakes a risk assessment prior to any educational visit and the building and grounds have a high level of security. Supervision at playtimes and lunch time is good and arrangements for dealing with accidents, emergencies and medical needs are well established and effective.
147. The school has adopted the LEA's child protection policy and procedures and all staff and the majority of governors have received training in these. All staff and many parents and members of the community are Criminal Records Bureau (CRB) checked. The SENCO is the designated child protection officer and there is also a governor responsible for this aspect.

148. Effective procedures are in place to monitor pupils' behaviour, performance, attendance and punctuality and early intervention ensures that any individual concerns are dealt with swiftly and efficiently.
149. The headteacher and administrative officers have established thorough procedures to monitor attendance and punctuality and these areas are given a high priority within the school. Follow-up procedures, including a first day response system and regular liaison with the education welfare service, are rigorously applied. Registers are completed electronically according to requirements and the school complies with all discipline and attendance requirements set out in National Assembly for Wales (NAW) Circular 47/06.
150. The school has clear behaviour and anti-bullying policies which work well and are implemented fairly and consistently by staff, who have received appropriate training in these aspects. Bullying and racial discrimination are not tolerated and records are kept of any incidences; a few pupils report that some bullying has occurred in the past, but this was dealt with quickly and effectively.
151. The provision for pupils with SEN is a strength. The school has recently revised its policies for SEN and inclusion and it takes much care in the early identification, assessment and monitoring of those who have learning and behavioural difficulties. IEPs are in place for them and parents are involved in formal review meetings three times a year; learners appreciate the opportunity to discuss their needs and realise that their opinions are valued. Most parents are very satisfied with the provision, although a very few have ongoing concerns.
152. There are currently no learners in the school with a medical condition, but the school has procedures in place, as well as a specific medical room, to deal with any emergencies. If any learners with specific conditions are admitted, then the relevant training is sought, health care plans are established and outside help is requested.
153. Particular attention is given to learners who underachieve in basic skills and who need to be challenged to reach the next level. They are identified through the use of standardised tests and teacher assessment and subsequent strategies are put in place to cater for their needs. Information is kept in comprehensive class assessment files, which are reviewed with parents three times a year. This is an outstanding feature. The more able and talented are also considered, particularly in relation to ICT, although provision for them is at an earlier stage of development.
154. There is an effective SENCO, who is provided with a half day per week to support and monitor SEN development. He keeps up to date with current trends and liaises regularly with parents, all members of staff and the governor responsible for SEN. There is also an informed SEN support assistant. All staff have had basic training in SEN and the SENCO and support assistant have received specific staff development in autism and Asperger's syndrome. The SENCO has also attended training in multi-agency support for looked after children.

155. The school works in partnership with a range of relevant support agencies, including the LEA, social services, health professionals, the police and the school nurse, to provide the best care for its pupils.
156. The quality of provision for equal opportunities is good overall. The school takes good account of learners' social, educational, ethnic and linguistic background, but gender separation occurs unintentionally in various school routines and classroom activities.
157. The school has an appropriate race equality policy and promotes good race relations and respect for other beliefs, attitudes and traditions. It has been successful in an application for a Global Curriculum Project grant for two members of staff to visit Zanzibar in 2010.
158. The school has a disability equality scheme and an accessibility plan, which focuses on improvements within the school grounds, as the new building provides excellent access facilities, but at present there is one child in the foundation phase who cannot access the outdoor facilities independently.

Leadership and management

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

Grade 2: Good features and no important shortcomings

159. The findings of the inspection team do not match the Grade 1 judgement made by the school in its self-evaluation report due to insufficient outstanding features being identified.
160. The school has a positive Christian ethos, based on its mission statement and aims, which underpin its life and work and which are designed to ensure all pupils are treated equally and reach their full potential. A number of parents report that they choose to send their children to the school because of its values and family atmosphere.
161. The headteacher has been in post since 1982. He is extremely committed to the school and has built up a strong reputation for it over many years. He has a very caring and sensitive approach and leads the administration and strategic direction of the school professionally, despite having a 0.5 teaching commitment. He establishes good relationships with staff, governors, parents and members of the community and is well respected by them.
162. The deputy headteacher has been in post since September 2008, but is a long standing member of staff. She gives very good support to the headteacher, whom she meets with formally every week. She undertakes a number of roles very efficiently, despite having a full-time teaching responsibility; for example, she oversees newly qualified teachers and those undertaking early professional development. Her work load is very heavy, although the GB intends to reduce her areas of responsibility in the near future.

163. A teaching and learning responsibility structure is in place, which was revised in September when the current deputy was promoted. There is a senior management team that meets periodically, consisting of the headteacher, the deputy, the SENCO and the foundation phase teacher.
164. Staff work well as a team and share ideas and good practice in weekly staff meetings. All teachers are subject co-ordinators, although, due to the fact that a number are only on part-time contracts and are recently qualified, most responsibilities inevitably fall to the three full-time staff.
165. Appropriate procedures are in place for performance management. All teachers are appraised annually by either the headteacher or the deputy in line with statutory requirements. Goals are agreed and staff development needs are discussed.
166. Governors have clear roles and responsibilities and effectively oversee the financial and academic progress of the school. They have subject interests and most visit the school regularly, for example to attend assemblies and events, to meet subject co-ordinators and to visit classes. The Chair is particularly supportive and plays a full part in the life of the school, for example by leading assemblies.
167. There are appropriate GB sub-committees with terms of reference. Members are kept well informed about the life of the school through regular e-mails and the headteacher's comprehensive reports for each termly meeting. A majority attend staff training and make an input where they have areas of expertise.
168. Governors play an appropriate role in the school's strategic direction and monitor the provision regularly. They are involved in agreeing targets and priorities for the SDP and monitoring progress towards these.
169. Good attention is paid to national and local priorities and all statutory policies and requirements are in place, except for a few omissions in the GB's annual report to parents. Documentation is very well ordered, most policies are signed and dated and an appropriate complaints procedure is in place.

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

Grade 3: Good features outweigh shortcomings

170. The findings of the inspection team do not match the Grade 1 judgement made by the school in its self-evaluation report due to insufficient outstanding features and the number of shortcomings identified.
171. Although there is a commitment among staff and governors to move the school forward and the recommendations of the LEA's 2006 interim review have been acted upon, self-evaluation remains relatively underdeveloped since the last inspection, when it was a key issue. Insufficient first hand evidence is collected and analysed to reach accurate judgements about the school and its priorities.

This is supported by the fact that the inspection team disagreed with the school in its self-evaluation report in all seven key questions by one or two grades.

172. Staff and governors are involved in the self-evaluation process, but the contribution of other stakeholders, such as pupils, parents and members of the local community, is relatively limited. No formal surveys have been undertaken recently to ascertain the views of various groups about the school's performance and provision.
173. The role and responsibilities of subject co-ordinators are currently under review by the school in light of national developments in staffing structure, new teaching appointments and the introduction of the foundation phase and the new skills curriculum. The headteacher has recently monitored the teaching of mental mathematics and co-ordinators look at pupils' work, listen to learners and provide useful folders of exemplar work. However, there is no overview of teachers' planning and there is no robust rolling programme of monitoring across the school; this aspect was underdeveloped in the last inspection.
174. The headteacher and core subject co-ordinators, together with support from the LEA, undertake an analysis of test data and national teacher assessment results each year. All co-ordinators also produce a summary of their subjects at the end of the school year and issues for action are fed into the SDP, but the reports constitute only brief comments and do not provide sufficient detail or first hand evidence to indicate how the subject may be meaningfully developed.
175. Some co-ordinators keep their own subject files, which they have devised themselves, but there is no overall school system to ensure consistency.
176. The self-evaluation report is a comprehensive document that clearly reflects the school's ethos and the pride all staff and governors have in its achievements. The report directly addresses the Estyn Common Inspection Framework and is presented in a clear and consistent format with reference to supporting evidence for its claims and outcomes. It was generated initially by the headteacher and staff and then agreed by the GB. However, its conclusions represent an over-estimation of the school's standards and provision in light of inspection evidence.
177. The SDP is regularly reviewed and is revised annually with the approval of the GB. It contains a number of relevant and clearly defined priorities, based on needs identified through performance management, subject reviews and other processes. Most of the targets contain details of the expected success criteria, the necessary activities to be undertaken, the organisational implications, the planned expenditure and how the outcomes will be monitored and evaluated. The priorities are well supported through an appropriate allocation of resources and there is evidence that actions have resulted in measurable improvements.
178. There were three key issues in the last inspection, relating to standards, assessment and self-evaluation. It is difficult to judge progress overall in standards, since subjects were not assessed during the current inspection. It is thus not possible to confirm whether geography in both key stages and physical

education in KS1, which were both previously deemed to be satisfactory, have now improved, although the school states that the shortcomings in these subjects have been addressed. The main issue regarding physical education was the lack of a hall, but this has now been fully rectified with the building of the new school. Furthermore, physical development for the under-fives, which was also judged to be satisfactory, has now dramatically improved because of the new facilities, with the result that, similar to the other areas of learning in the new foundation phase, it now has some outstanding features.

179. Assessment and recording procedures are now considered to be good overall, although there is scope for continued development in formative assessment procedures and particularly in marking. The process of self-evaluation remains an issue, especially in relation to monitoring and the use of first hand evidence, although an appropriate self-evaluation report is now in place.

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

Grade 2: Good features and no important shortcomings

180. The findings of the inspection team do not match the Grade 1 judgement made by the school in its self-evaluation report due to insufficient outstanding features being identified.
181. The school has an appropriate complement of teaching and support staff, who possess a good range of relevant expertise. The good adult to learner ratio and the effective use of adult expertise contribute significantly to the progress made by learners.
182. Teachers are well qualified and suitably experienced to enable the curriculum to be taught effectively to all pupils. Only the headteacher, the deputy and the SENCO are employed full-time across the five classes, and each of these has time allowed for their management responsibilities, which means that all classes, including the foundation phase, have at least two teachers, who deliver different aspects of the curriculum.
183. Additional teaching staff, such as the peripatetic music teachers and sports staff, provide at times an outstanding standard of support and make a major contribution to learning and the curriculum. Planning, preparation and assessment time is appropriately covered by fully qualified part-time teachers. All teachers receive their full entitlement and the requirements of the workload agreement are fully implemented.
184. Support staff are consistently well deployed in all classes and they fully understand their roles and responsibilities.
185. All members of staff have clear job descriptions and undertake appropriate and relevant in-service education and training (INSET), which is linked with their personal and professional development needs and the school's priorities in the SDP. Particular attention has been given to the development of the foundation phase, the new skills curriculum and Welsh second language, involving all staff.

The school has been successful in attracting a number of General Teaching Council for Wales (GTCW) grants for professional development.

186. All other adults who work in the school are valued members of staff and contribute positively to the strong community ethos. Day to day administrative routines operate very smoothly and very efficient support is provided by office staff. All ancillary staff make a varied and very valuable contribution to the efficient running of the school.
187. The school building provides outstanding facilities for teaching and learning. It is very well designed and classrooms are light, well furnished and fully equipped with areas for practical activities and with good storage facilities. There is also outstanding provision for the foundation phase, both indoors and outside, which incorporates all areas of learning.
188. Staff are successful in making classrooms bright and welcoming. The quality of display is often very good and is used successfully to celebrate pupils' achievements and to promote learning.
189. The school has excellent outdoor facilities. Planting beds for gardening, a mini-amphitheatre, an octagonal outdoor classroom, a dragon fence and a wet area have been completed. An environmental area is under development and considerable expenditure has been invested by the GB in this project. There are also extensive play spaces and ample car parking facilities. The school is fully accessible to wheelchair users and there are toilet facilities for the disabled.
190. The quality and quantity of learning resources, including ICT, are outstanding and are appropriate to the ages and needs of learners. Materials are readily accessible to all learners and meet the demands of the curriculum. All classrooms, including the library, have computers and an interactive whiteboard. There is a wide range of fiction and non-fiction books in classes and in the library, which is well ordered, except there is no system of classification in place to facilitate access beyond subject labels.
191. The PFA supplements the budget and funds the rental of the photocopying machine and the school has recently invested in new group reading books for disengaged readers in KS2, as well as equipment to enhance the outdoor learning environment and the playground.
192. There is a GB finance sub-committee which monitors the budget carefully; for several years it has ensured that annually there is appropriately a small surplus of funds. Staffing costs are higher than average, but the amount kept for capitation is around the national norm. Initiatives are carefully costed and developments are prioritised in line with the SDP. Expenditure is reviewed regularly and the school uses WAG's purchasing card system to ensure that money is spent wisely. Recommendations in the most recent auditor's report of July 2007 have all been implemented. Overall, the school provides good value for money.

School's response to the inspection

193. The school has received and noted the inspection report. Although we are disappointed with some of the judgements, the report mentions many areas where there are either outstanding or good features. We are pleased that the inspectors found that our learners make good progress and exceed their expected targets, surpassing local and national levels and being well prepared for secondary school. This has been a consistent factor over many years.
194. The school is justifiably very proud of its provision for the early years, ALN, basic skills, ICT, music and the new environmental area and we are delighted to see in the report the positive comments regarding the commitment of our support staff.
195. The inspectors mention the very strong links with the local church and the quality of PSE. These good foundations are created by the school and are reflected in the very caring ethos which permeates its life and work. We are also pleased that the report notes that all learners are treated with respect irrespective of gender, race or ability.
196. The school appreciates the fact that the inspectors state that our learners enjoy many and varied extra-curricular activities and that the provision for the cwricwlwm Cymreig and performances at national level are considered to be outstanding.
197. The school will produce action plans to address the issues noted by the inspectors and we will strive, as always, to provide the very best education for the learners in our care.

Appendix 1

Basic information about the school

Name of school	Spittal Church in Wales Voluntary Controlled Primary School
School type	Primary inc Foundation Phase
Age-range of pupils	3 - 11
Address of school	Spittal, Haverfordwest, Pembrokeshire
Postcode	SA62 5QR
Telephone number	01437741652

Headteacher	Mr. Arthur Kendrick
Date of appointment	May 1982
Chair of governors/ Appropriate authority	Mr. Hugh-John Wilson
Registered inspector	Dr. P. David Ellis
Dates of inspection	8 – 10 June 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	9.5	18	13	17	22	23	23	17	142.5

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	3	5	6.2

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	23:1
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	28.5
Teacher (fte): class ratio	1.24:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Summer 2008	88.0%	91.7%	92.6%
Autumn 2008	99.4%	90.1%	94.0%
Spring 2008	95.0%	91.3%	92.4%

Percentage of pupils entitled to free school meals	6%
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:		21		
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher assessment	School	0	0	10	67	24
		National	0.2	3.5	13.8	63.0	19.4
En: reading	Teacher assessment	School	0	0	10	67	24
		National	0.2	4.1	14.9	55.2	25.5
En: writing	Teacher assessment	School	0	0	5	86	10
		National	0.2	4.8	15.9	67.8	11.3
En: speaking and listening	Teacher assessment	School	0	0	10	57	33
		National	0.2	2.4	10.7	62.8	23.8
Mathematics	Teacher assessment	School	0	0	0	71	29
		National	0.2	2.0	10.9	65.2	21.6
Science	Teacher assessment	School	0	0	5	62	33
		National	0.2	1.6	8.5	66.3	23.4

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	80.7%
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D Pupils who have been disapplied from the statutory arrangements
 W Pupils who are working towards level 1

N.B. The general expectation is that the majority of 7 year olds will attain level 2.

National Curriculum Assessment Results
End of key stage 2:

National Curriculum Assessment KS2 Results 2008			Number of pupils in Y6		14				
Percentage of pupils at each level									
			D	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	7	0	21	71
		National	0.2	0.5	0.6	3.1	15.6	51.3	28.5
Mathematics	Teacher assessment	School	0	0	0	7	0	43	50
		National	0.2	0.5	0.6	2.7	14.7	51.4	29.9
Science	Teacher assessment	School	0	0	0	0	7	43	50
		National	0.2	0.5	0.5	1.8	11.4	53.9	31.7

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language) by teacher assessment			
In the school	93%	In Wales	75.5%

D Pupils who are excepted under statutory arrangements from part or all of the National Curriculum
 W Pupils who are working towards level 1

N.B. The general expectation is that the majority of 11 year olds will attain level 4.

Appendix 4

Evidence base of the inspection

Three inspectors spent a total of six inspector days in the school. On the team also were a peer assessor and a nominee, who was the headteacher.

The inspection team visited:

- twenty-two lessons or part-lessons;
- all classes equally; and
- two acts of collective worship.

The inspection team held meetings with:

- staff, governors and parents before the inspection;
- managers, teachers and support, ancillary and administrative staff during the inspection;
- groups of learners during the inspection; and
- staff and governors after the inspection.

The inspection team also considered:

- the school's self-evaluation report;
- forty-eight responses to the parents'/carers' questionnaire; 90% of answers were positive;
- a comprehensive range of documentation provided by the school before and during the inspection; and
- a variety of learners' current and past work.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Dr. P. David Ellis Registered inspector	Context Summary Key Question 1 Key Question 3 Key Question 5 Key Question 6 Appendices
Mrs. Lis Morgan Jones Team inspector	Key Question 2 Key Question 4 Key Question 7
Mrs. Janet Warr Lay inspector	Contributions to Key Questions 1, 3, 4 and 7
Mrs. Helen Starkey Peer assessor	Visiting lessons and attending meetings
Mr. Arthur Kendrick Headteacher and nominee	Contributing information and attending meetings School's response

Acknowledgement

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

Contractor:

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