

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

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

**St Aidans V.A.P. School  
Wiston,  
Haverfordwest  
Pembrokeshire  
SA62 4PS**

**School Number: 6683315**

**Date of Inspection: 03/11/08**

**by**

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St Aidans V.A.P. 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

The inspection of St Aidans V.A.P. School took place between 03/11/08 and 04/11/08. An independent team of inspectors, led by Glyn Robert Scott undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a **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. St Aidan's VA School serves a wide rural community covering the areas of Slebech, Clarboston Road, and Walton east, Llawhaden and Robeston Wathen in Pembrokeshire. There are at present 131 pupils on roll between the ages of four and eleven. The school considers the area it serves as relatively prosperous, a quarter economically disadvantaged and a quarter neither prosperous nor economically disadvantaged. Four per cent of pupils are entitled to Free School Meals.(FSM)
2. The number of pupils requiring additional support is 10% of all pupils and these are placed on the school's Special Educational Needs register. A further three pupils receive medical banded funding for 1-1 support.
3. Statutory Baseline assessments are undertaken in the Reception Class. Baseline results indicate an average attainment of pupils on entry to school. All the pupils, except for three children, are from English speaking backgrounds.
4. The school has the Basic Skills Quality Mark and Investors in People award.
5. Since September 2006 there have been changes in the management of the school. At the beginning of the Autumn Term 2006 the Governors appointed an acting headteacher. In August 2007 the previous headteacher resigned and in November 2007 the governors appointed the acting headteacher on a permanent basis. Due to a lack of continuity during the previous headteacher's absence there was need for the school to make a number of marked improvements especially in the organisation and management of the school.
6. At present the deputy headteacher is on long term sick. A senior teacher is part of the senior management team. The deputy headteacher's duties are shared amongst staff.
7. The school was last inspected in January 2003.

### The school's priorities and targets

8. The school has the following priorities:
  - to improve the educational provision for all children in early years
  - to identify different types of play that help to create learning opportunities
  - to maintain and improve upon the standards of teaching learning and assessment. across the curriculum and in ALN
  - to develop pupils investigative skills

- to ensure the governing body and headteacher provide clear direction establishing values, aims and objectives that are understood and implemented by staff
- to ensure training needs of staff are met
- to ensure good community links
- to ensure suitable use made of staff resources and accommodation
- to ensure governors and head provide clear direction

## Summary

9. St. Aidans Voluntary Aided School provides a secure and happy environment for its pupils. It provides good and some outstanding learning experiences. Pupils are confident and extremely well behaved. They interact well with their peers, the school staff governors, and all visitors to the school. Since November 2007 the outstanding leadership and guidance of the headteacher has led to improvements in all areas of school life.
10. The inspection team agreed with the school's own self-evaluation on six of the seven key questions. Since the appointment of the headteacher standards of leadership and management (KQ5) have improved considerably and the commitment of staff under the guidance of the headteacher has 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?	Grade2
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 2

11. Baseline figures suggest that pupils entering the school are average to above in their ability.
12. Overall, throughout the school, standards of attainment and achievement are good with no important shortcomings.

13. The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the Foundation Phase outcomes.
14. Pupils in Key stage 1 (KS1) have consistently maintained high standards over recent years. In 2007 results in school performance at KS1 were well above national and county levels in the core subjects of English, mathematics and science. In addition pupils' results in level three were also above local and national levels.
15. From the reception class pupils build on a growing vocabulary and listen carefully to instruction and discussion and respond with extended and confident statements. The children's overall standards of speaking and listening are outstanding. This continues to develop throughout the school in both key stages with pupils at the upper end of the school often exhibiting outstanding conversational skills. Also throughout the school skills in reading and writing are very good as are their numeracy skills. They are developing good information and communication technology skills (I.C.T.) However; their knowledge of a wide variety of I.T skills is not yet fully developed. Similarly, though pupils have a good understanding of aspects of the Welsh language their overall bilingual skills are at an early stage of development.
16. Pupils with additional learning needs (ALN) make very good progress towards the goals set for them. The school sets individual targets for all pupils in the core subjects and involve pupils and parents in initiatives to raise pupils' awareness of how they can make progress.
17. Pupils in key stage 2 (KS2) continue to attain high standards. Over the last three years the pupils have performed well above national and local levels in the core subjects of English, mathematics and science. When benchmarked against schools of a similar free school meals ratio (FSM) the school at KS 1 is in the middle to upper quartile in the core subjects of English, mathematics and science for the last three years.
18. Pupils attaining level five in 2007 in English and mathematics and science was also well above local and national averages. When benchmarked against schools of a similar free school meals ratio (FSM) pupils in KS2 have been in the middle to upper quartile between 2006 and 2008.
19. Pupils from the reception class upwards and throughout the school are highly motivated. They show a very keen interest in their learning and make good and sometimes outstanding progress. They are inquisitive and sustain a good level of effort and concentration. They have a pride in their school and in the work they produce. They set themselves high standards especially in their sporting and musical endeavours. They have achieved a great deal in their team and individual undertakings.
20. Pupils are developing an understanding of what they need to do to progress. At present pupils set their own targets in English, though this process is at an

early stage of development pupils it is developing well and extending to other core subjects. Such activities help pupils better understand their own progress. Overall, pupils throughout the school have a good attitude to work. They enthusiastically participate in a wide range of interesting and challenging activities.

21. Overall pupils' creative skills are good and in music they are often outstanding. They are developing their problems solving skills appropriately. Pupils are friendly, welcoming and courteous; they are proud of their school and keen to share their many achievements with visitors. Older pupils, in particular, are confident, articulate and display a high degree of self-discipline.
22. Behaviour throughout the school is outstanding. Pupils' relationships with their peers, teaching staff, all adults and visitors are an outstanding feature. They care for each other and always present a warm and friendly attitude. Pupils' good behaviour is evident not only in lessons but also in morning worship, in their playground games, at meal times and in their orderly movement around the school. Respect, care and concern for others are notable features of the school.
23. Pupils' personal, social, moral and wider development is good. The sensitive content of collective worship, the well structured PSE programme, and the supportive ethos of the school provide pupils with a secure set of Christian values to guide them. Pupils' individual talents are recognised and celebrated throughout the school.
24. Attendance rates average for the past three terms average 94.4%. These rates are above national rates of attendance for pupils of primary school age and in line with schools that have a similar free school meal entitlement.
25. Pupils demonstrate a mature awareness of equal opportunities issues and feel strongly that all people should be treated fairly and with respect and understanding. They display a sincere respect for the diversity of beliefs, attitudes and cultural traditions within society today.

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

### **Grades for teaching**

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

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
<b>13%</b>	<b>87%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>

27. The quality of teaching is good in all lessons observed with 13 per cent of them having outstanding features. The school's figures for good or better teaching (grades 1 and 2) are considerably higher than the national picture reported by Her Majesty's Chief Inspector in her annual report for 2006/ 2007. The national figure for good or better teaching is 80 per cent with 10 per cent

of them having outstanding features. The latter figure is almost the same as the figure identified for the school.

28. Children in early years get an exceptional start to their learning. All staff provide them with stimulating and varied experiences that are often outstanding.
29. Teachers are good role models. The quality of the working relationship between them and pupils is very good, promoting motivation and learning. Pupils in every class demonstrate respect for their teachers.
30. Children in early years get a good start to their learning. All staff provide them with stimulating and varied experiences. Teachers are role models of a good standard and throughout the school there are very good working relationships between teachers, support staff and pupils. The atmosphere in classes is calm and conducive to learning.
31. Teachers have a good knowledge of the subjects they teach and demonstrate a good familiarity with recent developments in primary education. Lessons are for the most part well planned. The content is interesting and lessons usually have clear learning objectives and are well structured and organised. Overall teachers' planning of differentiated tasks is good.
32. While they demonstrate positive attitudes towards the Welsh language planning for the promotion of pupils' bilingual skills and opportunities for them to use the Welsh language outside formal Welsh lessons are limited.
33. When working alongside teachers, the classroom assistants make a valuable contribution to the quality of the 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 additional learning needs.
34. There are relatively new assessment and marking policies which provide good guidance and support for procedures in these areas. Good features outweigh some shortcomings in relation to assessment procedures. The quality of record keeping is good while written reports to parents are of a high quality.
35. There are good systems for the ongoing assessment of pupils throughout the school in the core areas. The focus on the assessment of writing is particularly good. Assessment in science is linked to units of work.
36. Procedures for assessing pupils work in foundation subjects are more informal in nature, particularly in KS2. An effective tracking system monitors the progress of pupils across the school in the core areas.
37. While pupils' work is regularly marked, the identification of areas for improvement as part of the marking process is inconsistent and not always effective. Target setting for pupils is in place for language and is developing in mathematics and science. Procedures to enable pupils to play an active role in

the process of target setting and to evaluate their progress are at an early stage of development and have been identified as areas for development.

38. Parents appreciate the school's open-door policy which provides opportunities for them to come and discuss their children's progress. Formal open evenings for parents are held each term when they can look at all their children's books and focus on their achievements and discuss targets set for their children.
39. The school has good arrangements to meet the needs and abilities of all pupils within the school. It provides a broad, balanced and relevant curriculum that is accessible to all pupils, including those with ALN. The school adheres well to its mission statement and learning experiences meet legal requirements and provide well for pupils' social, moral, spiritual and cultural development. The school takes good account of the Personal and Social Education Framework.
40. There are well focused learning experiences which enable pupils to develop a range of skills relating to independent work. The opportunities for pupils to work together in pairs and groups are an important element of the provision. There are effective opportunities for developing pupils' problem-solving and thinking skills. The promotion of creative skills, is good overall and often outstanding in music
41. Provision for pupils' moral and social development is good. Appropriate opportunities, including those in morning assemblies are provided to re-enforce caring values and to emphasise the differences between right and wrong.
42. The school's partnerships with parents, other schools, higher education institutions and the community are good and continue to develop well. Nearly all parents are highly supportive of the school and are pleased with the standards their children achieve within a caring, Christian environment. Communication with parents is well established and effective and parents have regular opportunities to discuss their children's work and progress with teachers. A constructive home/school agreement is in place that has been well received by parents.
43. The school strongly promotes equal opportunities and all pupils are positively included in all school activities.

### **Leadership and management**

44. The impact that the headteacher has had on the development of the strategic management of the school is an outstanding feature. She provides clear confident and coherent leadership. She shows a committed approach to driving the school forward. The school seeks to provide every opportunity for pupils to reach their potential. Team work is developing well with an increased commitment by staff to overall school improvement.
45. The headteacher's professional approach to ensuring that the all stakeholders are committed to the aims and values of the school, are clearly evident in the

day- to-day running of the school. Documentation is of a very high standard and is clearly reflected in all the work of the school.

46. The headteacher and staff set appropriately challenging targets for school improvement. Staff often link their own professional development to driving up standards within the school.
47. Governors are enthusiastic and highly motivated. All statutory obligations are met and monitored. They are very well informed through specific sub-committees that meet regularly and report back to the full governing body. An outstanding feature of the school is the involvement of governors in their individual subject links with the school, as well as their commitment to the governing body as a whole.
48. Under the very effective leadership of the head teacher a culture of self-evaluation has been established. There is a clear strategy and the school has recognised procedures which are comprehensive, systematic and based on clear evidence.
49. The school's progress has been good in addressing the key issues of the last inspection. There are clear management and monitoring arrangements. Overall, assessment and recording procedures are more effective. The whole curriculum and short term planning is now more focused. While there are whole school strategies for the development of key skills, there is room to bring an added rigour to planning for their progression in various subjects.
50. The school is staffed appropriately with well qualified and experienced teachers who are well supported by committed learning assistants; together they create a warm and caring working ethos for the pupils.
51. Pupils have access to a good range of resources which match the requirements of the National curriculum (NC) and the ages, needs and abilities of all pupils.
52. Accommodation is clean and well maintained. However, some classroom areas are small for the number of pupils in certain age groups. Though there is good access to the site though there is no separate pedestrian entrance.
53. The outstanding leadership of the headteacher and the commitment of the staff and governors to driving up standards ensures that the school is giving good value for money.

## Recommendations

54. The governors, headteacher and staff now need to:

- R1 Fully implement the policy on key skills to ensure there is progression of all learning skills and especially bilingual skills, throughout the school.
- R2 Develop further the assessment procedures with particular reference to marking and involvement of pupils in their own target setting and self evaluation.
- R3 Continue to develop the monitoring role of the coordinators.

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

55. The findings of the inspection team match the judgement made by the school in its self-evaluation plan.
56. Standards of attainment and achievement are good with no important shortcomings, throughout the school.
57. Baseline figures suggest that pupils entering the school are average to above in their all- round ability.
58. The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the Foundation Phase outcomes.
59. The children's overall standards of speaking and listening are outstanding. From the reception class onwards pupils build on a growing vocabulary and listen carefully to instruction and discussion and respond with extended and confident statements. Their skills in reading and writing are very good as are their numeracy skills. They are developing good information and communication technology skills I.C.T. However; their knowledge of a wide variety of I.T skills is not yet fully developed. Similarly, though pupils have a good understanding of aspects of the Welsh language their overall bilingual skills are at an early stage of development.
60. Pupils in KS1 listen attentively and speak confidently during lessons and general school activities and this is an outstanding feature of their work. They communicate confidently with teachers, parents and adults, sharing their beliefs and interests freely. They are developing their reading skills and writing well and take pride in their presentation. Their numeracy skills are good with pupils showing a growing understanding and interest in their mathematical work. Pupils have a good understanding of ICT. However; their application of the wide range of I.T. and multi media activities associated with ICT are still developing.
61. In KS2, pupils continue to develop very good skills in speaking and listening. Reading is good and pupils express an enjoyment of reading a wide range of genres. Pupils' writing skills are also good and their numeracy skills are developing well with pupils showing good mental agility. However, pupils skills overall in ICT especially in multi media work are still at an early stage of development. While pupils show a good understanding of the Welsh language progression in the development of bilingual skills across the key stage is insufficient.

62. Pupils with ALN make very good progress towards the goals set for them. The school sets individual targets for all pupils in the core subjects and involve pupils and parents
63. In 2008 results in school performance at KS1 were well above national and county levels in the core subjects of English, mathematics and science. In addition pupils' results in level three were also above local and national levels. When benchmarked against schools of a similar free school meals ratio (FSM) the school at KS 1 is in the middle to upper quartile in the core subjects of English, mathematics and science for the last three years.
64. In addition, results at KS2 were also well above the national and local averages in all the core subjects. Pupils attaining level five in 2007 in English and mathematics and science was also well above local and national averages.
65. When benchmarked against schools of a similar free school meals ratio (FSM) the school at KS2, has been in the middle to upper quartile between 2006 and 2008.
66. Pupils are developing an understanding of what they need to do to progress. They are involved in setting their own targets for their own personal development and with their teachers set targets mainly in language, to help them to progress with their learning skills. However, this process is at an early stage of development.
67. Pupils from the reception class upwards and throughout the school are highly motivated. They show a very keen interest in their learning and make good and sometimes outstanding progress. They work well in group and class sessions or as individuals. They are inquisitive and sustain a good level of effort and concentration. They have a pride in their school and in the work they produce. They set themselves a high standard and have a healthy attitude to competition.
68. Pupils' behaviour and their attitudes towards learning are outstanding features of the school and contribute significantly to the standards' pupils achieve. This also applies to their personal, social and emotional development and to overall quality of life in the school. Pupils are friendly, welcoming and courteous; they are proud of their school and keen to share their many achievements with visitors. Older pupils in particular are confident, articulate and display a high degree of self discipline.
69. Pupils' good behaviour is evident not only in lessons but also in morning worship, in playground games, at meal times and in their orderly movement around the school. Respect, care and concern for others are notable features of the school.
70. Pupils are enthusiastic learners and enjoy their work and play. They engage purposefully in lessons, listen carefully to their teachers and try hard to

succeed. They take delight in their own achievements and in the achievements of others.

71. Attendance rates for the past three terms average 94.4%. These rates are above national rates of attendance for pupils of primary school age and in line with schools that have a similar free school meal entitlement.
72. Nearly all pupils are punctual; registration is conducted efficiently and pupils settle quickly to their lessons. The school complies with all attendance requirements set out in *National Assembly for Wales (NAW) Circular 47/06, Inclusion and Pupil Support*.
73. Overall, pupils' ability to work independently, in pairs and as part of a group is good, though independent learning is better promoted in reception and KS1.
74. In KS2, pupils organise group activities fairly, share responsibilities and ensure everyone contributes. Pupils' problem-solving and decision-making skills are developing well and the mutual help and support they offer to each other through work and play are particular features of their learning.
75. Children in reception and KS1 are making very good progress in developing the capacity to work independently and they are constantly encouraged to make their own choices and decisions. They are confident and eager to explore new learning situations. This is also reflected in the work of pupils in KS2.
76. Pupils' personal, social, moral and learning skills is good. The sensitive content of collective worship, the well structured PSE programme, and the supportive ethos of the school provide pupils with a secure set of Christian values to guide them. Pupils' individual talents are recognised and celebrated throughout the school.
77. Pupils have a mature awareness of equal opportunities issues and feel strongly that all people should be treated fairly and with respect and understanding. They display a sincere respect for the diversity of beliefs, attitudes and cultural traditions within society today.
78. Pupils take an active role in the life and work of the local community. Governors, staff and pupils are fully committed to the local community and the school participates in many aspects of community life. Good use is made of the community as a learning resource and pupils regularly serve the community by supporting civic, cultural, environmental and charitable projects. The school is at the heart of Wiston village and is valued by the people it serves.

## The quality of education and training

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

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

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

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
13%	87%	0%	0%	0%

81. The quality of teaching is good in all lessons observed with 13 per cent of them having outstanding features. The school's figures for good or better teaching (grades 1 and 2) are higher than the national picture reported by Her Majesty's Chief Inspector in her annual report for 2006/ 2007. The national figure for good or better teaching is 80 per cent with 14 per cent of them having outstanding features. The latter figure is almost the same as the figure identified for the school.
82. Teachers are role models of a good standard and throughout the school there are very good working relationships between teachers, support staff and pupils. The atmosphere in classes is calm and conducive to learning. Expectations of what pupils can achieve and the amount of work they can complete are good and pupils' efforts are praised.
83. Lessons are for the most part well planned. The content is interesting and lessons usually have clear learning objectives and are well structured and organised. Overall, lesson objectives are explicitly shared with pupils so that they are clear about what is expected of them. In the best examples they are revisited in closing sessions where there is also a clear reference to the key skills which have been under focus. Overall teachers' planning of differentiated tasks is good.
84. Teachers are generally enthusiastic and in the main demonstrate effective skills of gaining and maintaining pupils' interest and enthusiasm. They use a variety of teaching strategies and make good use of relevant resources including interactive white boards. Their class management is even handed and of a good standard. Lessons develop at a good pace and there are good opportunities for pupils to work as individuals and in groups. Overall teachers use appropriate intervention strategies when individuals and groups need help to complete their tasks.

85. Teachers have good knowledge of the subjects they teach and demonstrate a good familiarity with recent developments in primary education. While they demonstrate positive attitudes towards the Welsh language planning for the promotion of pupils bilingual skills and opportunities for pupils to use the Welsh language outside formal Welsh lessons are limited. When working alongside teachers, the classroom assistants make a valuable contribution to the quality of the 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 special educational needs.
86. Good features outweigh some shortcomings in relation to assessment procedures. Pupils' personal assessment procedures are at an early stage development. In addition the recent marking policy is not consistently applied. The quality of record keeping is good while written reports to parents are of a high quality.
87. There are relatively new assessment and marking policies which provide good guidance and support for procedures in these areas.
88. Teachers use evidence produced from the baseline assessments undertaken with the under-fives and standardised tests, together with National Curriculum tests in key stages 1 and 2 to identify strengths and areas for development and to set targets for individual pupils and year groups. In addition there are good systems for the ongoing assessment of pupils throughout the school in the core areas. The focus on the assessment of writing is particularly good. Assessment in science is linked to units of work.
89. An effective tracking system monitors the progress of pupils across the school in the core areas and procedures for assessing pupils work in foundation subjects are developing appropriately. Subject portfolios of levelled work in the core areas are helping to bring an added rigour to the overall assessment process.
90. Assessment and recording procedures for pupils with ALN are good.
91. Short term planning identifies assessment opportunities and procedures to use on going evaluations to inform further planning are a developing feature of the assessment process.
92. While pupils' work is regularly marked, the identification of areas for improvement as part of the marking process is inconsistent and not always effective. Target setting for pupils is limited to English. Procedures to enable pupils to play an active role in the process of target setting and to evaluate their progress are at an early stage of development.
93. Record keeping includes individual pupil files where personal information and assessment information are kept. Class teachers keep good assessment information files.

94. The school has appropriate arrangements for informing those with a legitimate interest about pupils' progress and achievements and the school exchanges much relevant data with the receiving secondary school.
95. Annual reports to parents comply with statutory requirements. They outline pupils' achievements very effectively in relation to the desirable outcomes and in the core and foundation subjects in KS1 and KS2. The practice of setting clear targets for improvement in reports is well developed.
96. Parents appreciate the school's open-door policy which provides opportunities for them to come and discuss their children's progress. Formal open evenings for parents are held each term when they can look at all their children's books and focus on their achievements and discuss targets set for their children. Curriculum presentation evenings are held on a regular basis and are successful in forming a partnership between home and school.

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

<b>Grade 2: good features and no important shortcomings</b>
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97. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
98. The school provides a broad, balanced and relevant curriculum that is accessible to all pupils, including those with ALN. The school adheres well to its mission statement and learning experiences meet legal requirements and provide well for pupils' social, moral, spiritual and cultural development. The school takes good account of the Personal and Social Education Framework. (PSE). There are good arrangements to meet the needs and abilities of all pupils within the school.
99. The quality of provision for the under-fives is appropriate to their needs and pupils make good progress towards the desirable outcomes for learning. The Forest School's initiative enhances the quality of provision for early years' children.
100. The KS1 and KS2 curriculum effectively meets learners' aspirations. There are a number of revised and well focused documents and schemes of work for all subjects that include reference to the common requirements in the National Curriculum programmes of study and which help ensure progression in knowledge and skills.
101. While there is a clear policy and appropriate strategies to develop pupils' key skills of listening and speaking, reading and writing, numeracy and use of ICT across the curriculum, the opportunities identified in short term planning are, for the most part, too general in nature and do not always allow for the progressive development of pupils' key skills in all subjects across the curriculum.

102. There are well focused learning experiences which enable pupils to develop a range of skills relating to independent work. The opportunities for pupils to work together in pairs and groups are an important element of the provision. There are effective opportunities for developing pupils' problem-solving and thinking skills. The promotion of creative skills, particularly with regard to music is good.
103. The school's provision of extra-curricular activities is good and includes art and craft, sporting and ICT experiences. Off-site provision is rich and varied and educational visits; to and beyond the immediate locality make a very important contribution to pupils' learning experiences, particularly in fields such as history, geography, science and religious education. Residential experiences are a valuable added feature in this context. Pupils' work in literacy and music is enhanced through working with authors, poets and musicians in the school. Homework is appropriate targeted at pupils needs.
104. Planned opportunities to promote pupils experiences of awe and wonder in a range of contexts including the local environment are well developed. Provision for pupils' moral and social development is good. Appropriate opportunities, including those in morning assemblies are provided to re-enforce caring values and to emphasise the differences between right and wrong. There are good opportunities for effective co-operation within groups in the classroom.
105. The PSE programme, which includes a range of visitors, religious education and circle time experiences make important contributions to pupils' personal development and effectively supports the spiritual, moral, social and cultural development. .There are very good links with the caring services in this context. Health promoting features are well established and include pupil led initiatives. The school has gained the fifth leaf of the LEA programme in this context. Pupils take responsibilities for the break time fruit shop.
106. The school's partnerships with parents, other schools, higher education institutions and the community are good and continue to develop well.
107. The majority of parents are highly supportive of the school and are pleased with the standards their children achieve within a caring, Christian environment. Parents and friends make a valuable contribution to the life and work of the school; many give freely of their time helping out in the classroom, accompanying pupils on educational visits, supporting school activities and in fund-raising for the school.
108. Communication with parents is well established and effective. Parents have regular opportunities to discuss their children's work and progress with teachers. A constructive home/school agreement is in place that has been well received by parents.
109. The school enjoys positive partnerships with other schools in its 'family' group and with the main receiving secondary school in particular. Pastoral, administrative and curriculum liaison is well established and there is a well-

focused transition plan in place which contributes to the continuity and progression of pupils' education as they move from KS2 to KS3.

110. In addition, the school has developed a highly productive partnership with the local pre-school nursery, which contributes to the way in which children settle quickly and confidently into the reception class. The partnership is very successful in sharing and implementing the aims and objectives of the foundation phase.
111. The school has established productive partnerships with several institutes of higher education and provides training facilities for student teachers and students undertaking vocational qualifications. Students are carefully mentored and well supported by staff, and they make a positive contribution to the life and work of the school.
112. The school's partnership with both the local community and the church community is successful and highly beneficial to pupils. The clergy and parishioners hold the school in high regard and appreciate the contribution that staff and pupils make to the life and worship of the church community. The school and its various activities are very well supported and valued by the local community.
113. The school makes good provision for work related education and teachers pay due attention to the vocational aspect of the PSE programme. The school has developed good working relationships with many businesses and relevant agencies, including Careers Wales and a range of well planned visits enhance pupils' understanding of the world of work. The school also welcomes many visitors from different occupations and professions who speak to pupils about their work.
114. Many local businesses are very supportive of the school and considerable sponsorship has been received. The school's partnership with Oakwood Theme Park has been an outstanding success and has contributed not only to the enhancement of the outdoor environment but also enriched pupils' understanding of the importance of tourism and leisure activities to the economic prosperity of Pembrokeshire.
115. The standards in, and provision for education for sustainable development and global citizenship (ESDGC) are good and the school makes positive efforts to act in a sustainable way by minimising waste and reducing energy consumption. As part of the eco schools award scheme, the school has received the bronze award in recognition of its commitment to conservation and the environment.
116. Pupils understand the need to care for their environment and are aware of the problems caused by litter and pollution. They are actively involved in recycling and composting schemes and in enhancing the school grounds and local environment.
117. There is an appropriate Welsh ethos throughout the school. There are positive attitudes towards the Welsh language although planning to promote

progression in bilingual skills across the school is limited and insufficiently developed. The culture and heritage of Wales, Y Cwricwlm Cymreig, features in a number of curriculum areas and in the general life of the school. The school is also involved in activities associated with the Urdd movement.

118. Good opportunities are provided for pupils to enhance their understanding of other cultures and pupils' understanding of global citizenship is progressing well. Through their work in geography, RE and PSE, pupils are aware of the lives of children in other parts of the world and how global forces shape their lives.
119. Pupils' entrepreneurial skills are good. Mini-enterprise projects where pupils design, produce, finance and market their goods for sale give pupils good insight into the running of a profitable business.
120. Pupils have many opportunities to develop their problem solving skills and contribute to decision making through their involvement in competitions, the playground friends initiative, the school council and eco committee and in their fund raising for local and national charities. Pupils are committed, enthusiastic and mature in their approach to new challenges.
121. Pupils know their community well and understand what is needed for its continued success. They recognise that through partnership, citizenship and care for the environment they can make a real contribution to their community.

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

<b>Grade 2: Good features and no important shortcomings.</b>
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122. The findings of the inspection team match the judgements made by the school in its self-evaluation report.
123. The quality of care, support and guidance provided by the school is consistently good. The headteacher and staff know pupils very well, and effective procedures are in place to monitor and support pupils' academic progress, social development and personal welfare. The headteacher has produced high quality documentation which effectively underpins the school's good practice in this area.
124. The school is committed to pupils overall well-being. The provision for personal support and guidance is good. The school ensures that healthy lifestyles are promoted throughout the curriculum. The school council is well established and effectively represents pupils' views. They are listened to and their suggestions are acted upon when appropriate.
125. Effective support programmes are in place to ensure pupils' specific needs are met with sensitivity. The school works in close partnership with the local authority and draws on the expertise of external support services when required. Parents and carers are encouraged to become fully involved; the school listens carefully to them and their views are well considered and acted upon.

126. Pupils also are given good opportunities to make their views and opinions known to staff and do so with confidence through the class and school councils. The school council is an effective forum for the development of pupils' personal and social skills and enables pupils to work together to tackle issues that concern them. Councillors undertake their duties conscientiously and act responsibly. They are very good ambassadors for their school community.
127. The induction procedures for children entering the school are highly effective. As they move classes through the school and as they prepare to leave for secondary school, pupils are very well supported as they move on to the next stage of their education.
128. The school provides good personal support and guidance to pupils. In discussion, pupils praised the quality of relationships between themselves and adults in the school. Pupils are confident in seeking the help and support of the headteacher and staff; they readily turn to adults for help and are listened to and treated with kindness and consideration.
129. Through the School Council and Eco council pupils have opportunities to shoulder responsibilities for various initiatives. The school strongly promotes equal opportunities and all pupils are positively included in all school activities.
130. Pupils have access to a relevant personal and social education programme, in line with national recommendations. Aspects of PSE are having a positive impact on pupils' emotional, personal and social development, especially through the 'circle time' initiative.
131. The monitoring of behaviour, attendance, punctuality and performance is thorough and rigorous. The school's policies and procedures to promote good behaviour work well. Pupils whose behaviour is giving cause for concern are counselled, parents are involved, and support is sought from external agencies if necessary.
132. Pupils' learning experiences reflect national priorities for lifelong learning and community regeneration. The breakfast club is well supported and valued by pupils and parents and makes a good contribution to the 'wrap around' care offered by the school. Pupil participation in after school clubs is also good. The priority given to the further development of pupils' independent learning skills is clearly evident, and pupils are well prepared to move on to the next stage of their education.
133. The headteacher monitors attendance and punctuality carefully, and effective follow-up procedures are in place, including regular liaison with the Pupil Support Officer (PSO) from the education welfare service.
134. Class teachers monitor pupils' academic performance carefully but the role of pupils in taking more responsibility for their own learning, in setting their own targets and understanding and planning their own progress is not yet fully developed across the school.

135. There are clear, well-documented procedures for assuring the health, safety and well being of pupils throughout the school, including risk assessments. The inspection team identified a shortcoming in a health and safety issue relating to the premises and this was brought to the attention of the governing body. The situation was successfully addressed by the intervention of the headteacher.
136. Pupils are well supervised at all times, and ancillary and support staffs make a good contribution to pupils' welfare throughout break and lunch-times. Arrangements to undertake fire drills, respond to accidents and emergencies and deal with the administration of medicines are well established.
137. As part of the *Welsh Network of Healthy Schools*, the school is successful in promoting a healthy diet and lifestyle. Fresh water and fruit is readily available, and pupils benefit from access to a wide range of physical and sporting activities.
138. The school has appropriate measures to deal with appeals and complaints and to promote the protection of children. The headteacher has designated responsibility for child protection issues and there is a nominated governor for child protection issues. National child protection guidelines are followed, training is regularly updated and all staff are made aware of the correct procedures to be followed.
139. Good support is given to those pupils with additional learning needs. The provision meets the requirements of the Code of Practice. Pupils in need of additional support are identified early and teachers and support staff work together with ALN pupils to ensure they are included. The individual education plans provide clear and purposeful direction in order to help pupils to make progress. Parents are involved in the review process and have regular contact with the school. All pupils are fully included in all school activities and learning experiences.
140. Additional staff support, in terms of peripatetic teachers and volunteers, help support pupils' wider educational and physical needs.
141. The school offers more able pupils additional activities to extend their learning. This is particularly noticeable in music where high standards are achieved.
142. The quality of provision for equal opportunities is good. The school recognises the diversity of pupils' backgrounds and takes this into consideration when planning and delivering support and guidance. Teachers are skilled at challenging stereotypes and they ensure boys and girls receive equal opportunities within the classroom and have equal access to all other facilities within the school.
143. The school has effective policies and procedures to promote good race relations, and diversity is recognised, respected and celebrated throughout the school. Equality for all is firmly embedded in the school's ethos and pupils' value

and respect the contribution of others regardless of their ability, gender, race or background.

144. The school has made all reasonable arrangements to secure the equal treatment of disabled pupils and to welcome disabled visitors to the school. The school has produced an accessibility plan and disability equality scheme to demonstrate how staff will make improvements in access to the curriculum; to physical access and in the provision of information for disabled persons.
145. The measures taken to eliminate oppressive behaviour including racial discrimination, bullying and all other forms of harassment are effective. Such incidents are rare and the school functions well as a caring, Christian community where all pupils are valued equally and as individuals.

## Leadership and management

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

#### Grade 1: Good with outstanding features

146. The findings of the inspection team differ from the school's self evaluation. The team considered that aspects of leadership and management introduced by the whole school, over the previous eighteen months, had a number of outstanding features. These are having a growing impact on the school contributing considerably to raising standards of achievement and skill levels and to the quality of staff performance.
147. The leadership of the head is an outstanding feature. She provides clear confident and coherent leadership. She shows a committed approach to driving the school forward. The school seeks to provide opportunities for pupils to reach their potential. Team work is developing well with an increased commitment by staff to overall school improvement. At present the deputy headteacher is on long term sick and her duties are being shared amongst the staff. The headteacher has taken temporary responsibility for ALN.
148. The headteacher's professional approach to ensuring that the all stakeholders are committed to the aims and values of the school are clearly evident in the day-to-day running of the school. Documentation is of a very high standard and policies are clearly reflected in all the work of the school.
149. A number of national and local initiatives have reflected the school's commitment to moving forward. The school holds the Investors in People award and all staff are valued for their contributions to the overall management and organisation of the school. The school were successful in winning the Oakwood Theme Park award that has contributed greatly to the outdoor teaching and learning environment. In addition there is quality work being done in relation to Forest schools.
150. The commitment of all concerned, staff, governors and the community to moving the school forward is a particular strength of the school. Appropriate and challenging targets for school improvement are being linked to the development of individual staff and groups within the school. An outstanding feature is the commitment by a number of staff who are involved in small research projects that are particularly relevant to the needs of the pupils. The arrangements for performance management, for the headteacher and all staff, are well embedded and meet statutory requirements.
151. Governors are very well informed through specific sub committees that meet regularly and report back to the full governing body. They are enthusiastic and highly motivated. All statutory obligations are met and monitored. An outstanding feature of the school is the involvement of governors in their individual links with the school as well as their commitment to the governing body as a whole. They regularly visit to observe the day- to -day workings of the

school. One governor attends weekly to support reading through the school. They are well informed by the headteacher through comprehensive reports. They contribute fully to the strategic direction 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**

152. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
153. The school adopts a positive approach to self-evaluation. The process is effective and planning for improvement is of a good quality. Under the very effective leadership of the head teacher a culture of self-evaluation has been established. There is a clear strategy and the school has established procedures which are comprehensive, systematic and based on clear evidence.
154. Self-evaluation and the drive towards continuous improvement are seen as key features of the school, particularly in relation to forming secure judgements about standards and the quality of education provided. Good procedures have been established to involve all stakeholders in the process. All staff and governors have received training in this field and are involved in the process. An added positive feature is that the school involves parents and pupils in the self-evaluation process.
155. The head teacher monitoring role is a crucial feature in the process and the contributions made by LEA advisors have also played a key role. Led by the head teacher, a whole school audit has been undertaken and well focused evaluations of different aspects of school life make important contributions to the self evaluation process and the manner in which the school is moving forward.
156. Curriculum leaders' monitoring role is developing and is having a more positive effect on the school's development. Subject leaders' self-evaluations identify strengths and areas for development based on monitoring books, and talking to pupils and colleagues, in line with the school's monitoring policy. They are becoming more involved in monitoring teaching and learning. There is room however to further extend their role in terms of adopting a more rigorous approach to monitoring and in presenting reports which are more analytical in nature.
157. The head teacher and staff conduct a detailed analysis of pupils' assessment results, including information from baseline tests in the Early Years and standardised tests and teachers' assessments in key stages 1 and 2. Overall effective use is made of the information collected to set targets for pupils.
158. Tests, assessment results and targets are discussed with governors and governors and staff focus appropriately on analysing pupils' progress. The

governing body receives a range of reports and has a good knowledge of how the school compares with similar schools locally and nationally.

159. There is a strong link between the process of self-evaluation and the School Development Plan which emerges. The SDP is a well focused document which links well with budgetary considerations and focuses effectively on relevant targets. Staff and governors have played an important role in its formation and the process of monitoring progress in relation to the priorities identified.
160. The self-evaluation report produced before the inspection is a very comprehensive document and focuses very effectively on a wide range of relevant elements relating to the seven key questions. The report is honest and thorough and governors, staff and LEA advisers were involved in its preparation.
161. There is a clear analysis of strengths, as well as noting priorities for moving the school forward. The analysis is based on a wide range of evidence which was made available to the inspection team. The inspection team agreed with the schools grading for six of the key questions and allocated a higher grade to the seventh as it was felt that the headteacher's leadership and the development of the staff, exhibited outstanding features.
162. During the last few years, the process of self-evaluation has led to the establishment of a number of important initiatives, many of which are bringing about improvements both in terms of learning and provision. A number of these are reflected in awards which the school has gained. Other initiatives include those relating to the fields of literacy and ICT and in particular to staff development.
163. The school's progress has been good in addressing the key issues of the last inspection. There are clear management and monitoring arrangements. Overall, assessment and recording procedures are more effective and there is a clear overview of the whole curriculum and short term planning is now more focused. While there are whole school strategies for the development of key skills, there is room to bring an added rigour to planning for their progression in various subjects.

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

<b>Grade 2: Good features and no important shortcomings.</b>
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164. The findings of the inspection team match the judgement of the school in its self-evaluation report. The school is developing a clear structure to improve standards and staff have in recent years been allocated different age groups to widen their experience. In the last eighteen months leadership development has made great strides and the team of staff are applying their knowledge to providing appropriate resources for the pupils' future learning.
165. The school is appropriately staffed with suitably qualified teachers who provide a very wide range of subject expertise, experience and skills, which are readily

shared and disseminated throughout the school. Support staff contribute effectively to the overall learning and teaching throughout the school. Pupils respond well to additional peripatetic staff, who help to expand the curriculum.

166. Staff expertise is also well deployed, appropriately utilising the strengths of individual members of staff. The headteacher and staff are developing a whole school approach to prioritising needs.
167. The administrative staff make a valuable contribution to the day- to- day running of the school. The accommodation is kept clean and secure despite the fact that the appointed caretaker has yet to take up full duties.
168. There is a commitment by all staff to their own personal development. They set appropriate targets and goals for themselves and link these to the school's priorities.
169. At present the deputy headteacher is on long term absence, however, staff work as a team to ensure continuity. The headteacher has taken on the role of ALN coordinator and she is ably supported in learning development by all her staff. The headteacher monitors teaching and learning and subject leaders regularly communicate with their colleagues in both key stages regarding their subject responsibilities. They check pupils' work, talk to learners and review planning.
170. Pupils have access to a good range of resources. They match the requirements of the National curriculum (NC) and the ages, needs and abilities of all pupils. The school are increasing their I.T. equipment and the interactive whiteboards are well used throughout the classes. Staff regularly review provision and pupils take good care of the resources available to them.
171. Accommodation is well maintained. However, some classroom areas are small for the number of pupils in certain age groups. Though there is good access to the site there is no separate pedestrian entrance.
172. The involvement of all staff in the evaluation of their own roles and responsibilities is reflected in the appropriate deployment of teaching and (LSAs). Staff have appropriate planning, preparation and assessment (PPA) time which is covered by well qualified and highly effective teachers. The headteacher, with the full approval of the governing body, has regular weekly dedicated leadership time for the strategic development of the school
173. The outstanding leadership of the headteacher and the commitment of the staff and governors to driving up standards ensures that the school is giving good value for money.

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

The Governors and staff of St Aidan's V.A. School are delighted that the inspection findings recognise that the school provides a high standard of education for its pupils in a happy and caring environment.

We are also pleased that the Inspection highlighted that high standards of pupil achievement and quality of teaching have been maintained since that last inspection in both key stages.

The report acknowledges that the quality of leadership and management of the school by the Headteacher is an outstanding feature and the commitment of all concerned, staff, governors and the community in moving the school forward is strength of the school.

Through piloting the Foundation Phase curriculum we are pleased the report recognised pupils in the Early Years get an exceptional start to their learning.

We are pleased that the report recognised that pastoral care arrangements are good and feel proud that the pupils themselves praise the quality of relationships between themselves and adults in the school and that their behaviour is exemplary throughout the school.

We appreciate the report recognises the good partnership with parents and the local and wider community which enriches the life and work of the school.

As a school we are constantly seeking to improve. We fully accept the recommendations identified in the report which will be the focus of our forthcoming action plan.

A copy of the school's action plan will be sent to all governors and parents and the governors' report to parents will report on progress.

The Governors and staff would like to thank Mr. Scott and the Inspection Team for their report and the professional and courteous manner in which they carried out their duties.

## Appendix 1

### Basic information about the school

Name of school	St Aidans V.A.P. School
School type	Nursery and Primary
Age-range of pupils	4-11
Address of school	Wiston, Haverfordwest Pembrokeshire
Postcode	SA62 4PS
Telephone number	01437 731449

Headteacher	Mrs. Debbie Rainer
Date of appointment	November 2007
Chair of governors/ Appropriate authority	Mrs P. James.
Registered inspector	Mr. Glyn Scott
Dates of inspection	3 <sup>rd</sup> Nov-4 <sup>th</sup> Nov. 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	0	16	19	13	17	16	28	23	132

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	6	2	6.4

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	20:1:1
Pupil: adult (fte) ratio in nursery classes	n/a:1
Pupil: adult (fte) ratio in special classes	n/a:1
Average class size, excluding nursery and special classes	26
Teacher (fte): class ratio	1:2:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Spring 2008	N/A	91.49%	94.83%
Summer 2008	N/A	92.7%	94.47%
Autumn2008	N/A	91.78	94.03%

Percentage of pupils entitled to free school meals	4%
Number of pupils excluded during 12 months prior to inspection	0

## Appendix 3

### National Curriculum Assessment Results End of key stage 1:

National Curriculum Assessment KS1 Results 2008			Number of pupils in Y2:			16	
Percentage of pupils at each level							
			N	W	1	2	3
English:	Teacher assessment	School	0	0	0	50	50
		National	0	3	14	63	20
En: reading	Teacher assessment	School	0	0	6	38	56
		National	0	4	15	55	26
En: writing	Teacher assessment	School	0	0	6	63	31
		National	0	5	16	68	11
En: speaking and listening	Teacher assessment	School	0	0	0	44	56
		National	0	0	11	72	17
Mathematics	Teacher assessment	School	0	0	0	56	44
		National	0	0	11	67	22
Science	Teacher assessment	School	0	0	0	50	50
		National	0	1	9	66	24

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	100%	In Wales	80.1

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

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

<b>National Curriculum Assessment KS2 Results 2008</b>							Number of pupils in Y6			26	
<b>Percentage of pupils at each level</b>											
			N	A	F	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	0	0	0	4	62	35
		National	0	0	0	1	1	4	16	50	29
Mathematics	Teacher assessment	School	0	0	0	0	0	0	15	54	31
		National	0	0	0	1	1	3	15	50	30
Science	Teacher assessment	School	0	0	0	0	0	0	0	69	31
		National	0	0	1	0	0	2	12	52	32

<b>Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)</b>			
by teacher assessment		by test	
In the school	85%	In the school	NA
In Wales	74%	In Wales	NA

- 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**

3 inspectors spent a total of 6 inspector days at the school, and met as a team before the inspection.

The headteacher attended team meetings and provided additional information as the nominee on the inspection team.

The inspectors visited:

- 15 lessons or part lessons at the school

The team also considered:

- a selection of work by present pupils;
- comments from the pupils about their school;
- documentation provided by the school before and during the inspection; and
- responses to a parents' questionnaire. Around 92% of responses were positive.

Before and during the inspection, members of the team held discussions with:

- the management committee, parents, pupils and staff;
- teachers and LSA's;
- mainstream school teachers;
- representatives of the local authority;

## Appendix 5

### Composition and Responsibilities of the Inspection Team

Inspector	Type	Aspect Responsibilities	Subjects
Mr. Glyn Scott	Rgi	Context, Summary, Key Questions 1,4,5,7.	
Mr. Brinley Wynne Jones	Team	Key Questions 2 assessment and 4. Contributions to 3	
Mrs. Janet Warr	Lay	Contributions to key questions 1,3,and 4	
Mrs. Debbie Rainer.	Nominee		

#### 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 for this inspection was:

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