

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

A Report on the Quality of Education in

**St Francis VA Catholic Primary School
Priory Road
Milford Haven
SA73 2EE**

School Number: 6683314

Date of Inspection: 08/06/09

by

**Dr David Gareth Evans
78706**

Date of Publication: 10/08/09

Under Estyn contract number: 1122808

© Queen's Printer and Controller of HMSO 2009: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The copyright in the material must be acknowledged as aforementioned and the title of the report specified.

Copies of this report are available from the school. Under the Education Act 2005, the school must provide copies of the report free of charge to certain categories of people. A charge not exceeding the cost of reproduction may be made to others requesting a copy of the report.

St Francis VA Catholic 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 St Francis VA Catholic Primary School took place between 08/06/09 and 10/06/09. An independent team of inspectors, led by Dr David Gareth Evans, 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 **standard** inspection.

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

Contents	Page
Context	1
Summary	3
Recommendations	9
Standards	9
Key Question 1: How well do learners achieve?	9
The quality of education and training	13
Key Question 2: How effective are teaching, training and assessment?	13
Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?	14
Key Question 4: How well are learners cared for, guided and supported?	17
Leadership and management	19
Key Question 5: How effective are leadership and strategic management?	19
Key Question 6: How well do leaders and managers evaluate and improve quality and standards?	21
Key Question 7: How efficient are leaders and managers in using resources?	22
Standards achieved in subjects and areas of learning	23
Foundation phase	23
English	28
Mathematics	29
Information and communication technology	30
Art and design	31
Music	32
School's response to the inspection	33
Appendices	34
1 Basic information about the school	34
2 School data and indicators	34
3 National Curriculum assessments results	35
4 Evidence base of the inspection	36
5 Composition and responsibilities of the inspection team	37

Context

The nature of the provider

1. St Francis Voluntary Aided Catholic Primary School is situated on a large housing estate close to the town centre of Milford Haven in Pembrokeshire. The original building dates from the 1960s, but much of the school has recently been modernised and a new extension added. The school shares pleasant and extensive grounds with an adjacent infant and nursery school.
2. The school is of a traditional design, with Foundation 1 and 2 (reception and Year 1) taught as a unit in two classrooms and Year 2 as a single-age group in another class. Years 3, 4, 5 and 6 are grouped by age and taught in three classes.
3. Currently, there are 155 learners on roll, aged 4 to 11. The number on roll has varied between 140 and 155 learners over the last four years. The school does not have its own nursery and admits just over half its children from local nurseries. The school has a three-term entry, with pupils being admitted in the term following their fourth birthday.
4. The school notes that around 20 per cent of learners are from economically disadvantaged areas and the remainder are neither prosperous nor disadvantaged. About 7.8 per cent of pupils are entitled to receive free school meals, which is below national and local averages. This figure has fallen dramatically in recent times as a result of the increase in the number of part-time jobs in the area, the building of the liquid nitrogen gas plant nearby and changes to the tax credit system.
5. The school describes the attainment of children on entry as covering the full ability range. Around 21 per cent of pupils are on the special educational needs register (SEN), and this figure is about average. One pupil with a statement of SEN attends the school on one day a week. One child is currently looked after by the local authority (LA) and there is a small number of pupils who have English as an additional language (EAL). At least 99 per cent of pupils speak English as their home language and there is no pupil who uses Welsh as a home language. No pupils have been excluded during the previous year.
6. In recent years the school has experienced many staff changes. One teacher had periods of ill health and retired at Easter 2008; four teachers had spells of maternity leave and another commenced in April 2009. The deputy head teacher, for personal reasons, requested to stand down as deputy for the summer term 2008. Having resumed his duties in September 2008, he then went on sick leave and a teacher from another Catholic school was seconded by the LA and the Diocese to St Francis as acting deputy head teacher. During the last few months, the LA has provided considerable support to the school.
7. The head teacher was appointed in January 1998 and the school was last inspected in April/May, 2003.

The school's priorities and targets

Aims:

8. As a Catholic school, the overriding aim is to provide an atmosphere that reflects the love and care shown by Christians. The school aims to create a safe, happy, caring, stimulating and purposeful environment with mutual respect for all within the school community. We encourage all our pupils to reach their full potential spiritually, academically, socially and physically. The school aims to respect the uniqueness and the needs of the individual.

Priorities:

9. **The school's current priorities include:**
 - to improve the educational provision for all children in the early years;
 - to develop a whole-school approach to the progression of key skills;
 - to develop the use of information and communication technology (ICT) in order to support learning and teaching across all areas of the curriculum;
 - to develop the role of curriculum co-ordinators by ensuring that effective monitoring procedures are in place;
 - to develop the use of incidental Welsh in the daily life of the school; and
 - to review the provision for SEN teaching with a view to a more inclusive approach.

Summary

10. St Francis VA Catholic Primary School is a caring, friendly school, which promotes pupils' personal development well. The quality of teaching is good. However, there are some shortcomings in standards and the quality of provision and important shortcomings in strategic leadership and management, self-evaluation and planning for improvement.
11. The findings of the inspection team matched the school's judgements in its self-evaluation report in only one of the seven key questions. In the other key questions the team awarded one grade lower due to the shortcomings identified.
12. In accordance with the Education Act 2005, I am of the opinion, and HMCI agrees, that this school is in need of significant improvement.

Table of grades awarded

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

13. In key stage 1 in 2008, the results of teacher assessments in English and science were just above national and local averages, while results in mathematics and the core subject indicator (CSI), which is the percentage of pupils attaining at least level 2 in the three subjects of English, mathematics and science in combination, were below both national and local averages. The percentage of pupils attaining the higher level 3 in English was marginally above the national average, while in mathematics and science it was above average.
14. When 2008 key stage 1 results are compared with similar schools (those that have a similar number of pupils entitled to free school meals), results in English and science are below average, while those in mathematics and the CSI are well below average. In 2008 girls outperformed boys in the three core

subjects and this has been the trend over the last few years. Over the last three years results have fluctuated and there is no identifiable trend of improvement at key stage 1.

15. In key stage 2 in 2008, the results in English, mathematics and science were above national and local averages. The CSI, which is the percentage of pupils attaining at least level four in English, mathematics and science in combination, was above both averages. The percentage of pupils attaining the higher level 5 in mathematics and science was marginally above national averages, while in English it was below average.
16. When the 2008 results are compared with similar schools, results in English and the CSI are above average, in science they are well above average, while in mathematics they are below average. In comparison with similar schools, results in English and the CSI have been above average for the last three years, while in science they have been well above average for at least two years. In mathematics, however, results have fluctuated over the last three years and, since 2005, there has been a decline in boys' results. In 2008, girls outperformed boys in English and mathematics and there have been quite significant gender gaps over the last few years, with girls doing far better than boys in the CSI. Since 2006, there has been a sharp decline in the number of pupils attaining the higher Level 5 in the three core subjects.
17. Standards of achievement in the subjects inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	86%	14%	0%	0%

18. These figures are similar to the national picture reported by Her Majesty's Chief Inspector (HMCI) in his Annual Report for 2007-2008, where standards are Grade 2 or better in 84 per cent of lessons; however, nationally standards were outstanding in 12 per cent of lessons.
19. 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.

Grades for standards in subjects inspected

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

Inspection Area	Key Stage 1	Key Stage 2
English	Grade 2	Grade 2
Mathematics	Grade 2	Grade 2
Information and communication technology	Grade 3	Grade 3
Art and design	Grade 2	Grade 2
Music	Grade 3	Grade 3

20. Children under five make good progress with no important shortcomings in speaking, listening, early reading and writing skills through the medium of English and Welsh, in bilingual competence, numeracy, information and communication technology (ICT) and personal and social education skills. Good features outweigh shortcomings in problem-solving and creative skills.
21. In key stages 1 and 2, pupils make good progress with no important shortcomings in speaking, listening, reading and writing through the medium of English and in personal and social education. However, good features outweigh shortcomings in Welsh communication skills, bilingual competence, numeracy, ICT, problem-solving and creative skills, and there are many gaps in pupils' knowledge and skills in these areas.
22. Pupils with SEN progress well in relation to their age and capabilities and they benefit from the effective support and intervention strategies provided.
23. Whilst many pupils make effective progress towards fulfilling their potential, more-able and talented pupils do not achieve as well as they might.
24. Pupils' understanding of how they are learning and of what they need to do to improve has good features that outweigh shortcomings.
25. Pupils' progress in personal, social, moral and wider development has good features and no important shortcomings. Nearly all learners are well behaved, courteous and polite to each other, to staff and to visitors.
26. Attendance rates for the past three terms average 93.2 per cent. This figure is broadly in line with national attendance rates for pupils of primary school age, but it is below that for schools which have a similar number of pupils entitled to receive free school meals (94.6%).

The quality of education and training

27. The quality of teaching in the lessons observed was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	96%	4%	0%	0%

28. These percentages are better than those published in the latest Annual Report by HMCI for 2007-2008, where the quality of teaching is grades 1 and 2 in 83 per cent of lessons, but they fall below the 16 per cent of lessons reported as being outstanding nationally.

29. In the vast majority of lessons where teaching was judged to have no important shortcomings, the good features include: the way in which teachers and practitioners create excellent relationships with pupils of all ages; good behaviour management, which enables teachers to ensure that there is no inappropriate behaviour in lessons; and purposeful use of good questioning techniques to promote active learning.
30. In the very small percentage of lessons where teaching was judged to have some shortcomings, these include: a lack of challenge in the tasks provided and inadequate behaviour management to sustain pupils' interest.
31. Teachers plan to meet the different learning needs of most pupils. However, there is often a lack of challenge in the tasks provided for more-able pupils and this holds back their standards of achievement.
32. The rigour of assessment and its use in planning and improving learning have good features, but there are also shortcomings. There is no clear, whole-school approach to assessment and, although the school has developed procedures to track pupils' progress, these are not systematically applied. The school is not yet fully involved in arrangements with other schools to strengthen and moderate teacher assessment.
33. The assessment of pupils' progress in the foundation subjects is an area for development. Pupils are not yet fully involved in planning their own progress and most pupils are unsure of the real purpose of assessment and of what they need to do to make progress.
34. The school has appropriate arrangements to meet the needs and abilities of the range of pupils. However, curricular planning lacks consistency in building systematically on pupils' existing knowledge, understanding and skills. Whilst teachers include key and basic skills in their short-term curricular plans, there is no means of ensuring their development across the curriculum in a systematic and meaningful way.
35. Provision for pupils' spiritual, moral, social and cultural development is good. Acts of collective worship meet requirements and help to reinforce the school's values and a sense of community.
36. The provision for personal and social education (PSE) is a well-established part of the curriculum and the school follows national guidelines well.
37. The school provides a good range of extra-curricular and out-of-school activities for pupils, which enriches their experiences and raises their self-esteem and confidence.
38. Care, support and guidance for pupils on a day-to-day basis is good, but there are shortcomings in the documentation that underpins this aspect of the school's provision. A significant number of policies are unsigned or dated and they do not demonstrate adoption by the school.

39. Several policies have not been reviewed or updated to ensure that current legislation and national recommendations are taken into account. In addition, members of staff are often unsure of their roles and responsibilities in certain areas because of the lack of clarity in procedures.
40. The quality of personal support and guidance provided by teaching and support staff is good. Members of staff know pupils well and are sensitive to their needs.
41. The school has appropriate procedures to promote the well-being of pupils. The school successfully fosters the importance of a healthy diet and lifestyle and pupils are regularly encouraged to take part in sporting and physical activities.
42. The overall quality of provision for pupils with SEN is good. Very effective support is provided by the specialist teacher in SEN to meet the needs of pupils.
43. Good features outweigh shortcomings in the quality of provision for equal opportunities. Whilst pupils are treated equally and have equal access to the curriculum, there remain shortcomings in statutory documentation that underpins the provision.

Leadership and management

44. The head teacher provides good support and care for pupils at a pastoral level; however, leadership and management do not give a clear sense of direction to the school's work and do not reflect critically on key issues for development from the last inspection.
45. The acting deputy head teacher, who was seconded by the Diocese and the LA a short time ago, is helping to provide a clear sense of direction to the work of the school.
46. The governing body (GB) is supportive of members of staff, pupils and the aims and objectives of the school. Since the last inspection, however, it is clear that governors have not been sufficiently rigorous in terms of monitoring standards and the quality of provision. There remains considerable scope for present governors to develop these crucial roles further. The GB does not meet all of its statutory responsibilities, and currently there is no systematic means of ensuring that school policies are regularly updated, signed, reviewed and evaluated.
47. Procedures for effective self-evaluation are at an early stage of development and there is very little evidence of robust and well-established arrangements whereby senior leaders draw together the findings of self-evaluation systematically in order to prioritise and make meaningful plans for the future development of the school. At a whole-school level the evaluation process is underdeveloped and does not inform future targets for the school. This is an important shortcoming.

48. The quality of the self-evaluation report produced by the school prior to the inspection is of variable quality. The inspection team matched the judgements of the school in only one of the seven key questions.
49. Although there have been improvements in ICT, art and design and music, overall there has been insufficient progress since the last inspection.
50. Members of staff are suitably qualified and experienced to meet the demands of the National Curriculum and the ages of the pupils taught. Teaching assistants are an invaluable resource and they provide sensitive and effective support in appropriate classes.
51. The school administrator is efficient and provides good support for the school. The caretaker, kitchen and midday staff undertake their duties effectively and efficiently.
52. The school has sufficient equipment and resources for most subjects and they are easily accessible. The accommodation is adequate for the number of pupils on roll.
53. The inspection team identified a potential health and safety issue linked to the outside environment and this was brought to the attention of the GB.
54. Although the school has made some recent improvements to provision, the extent of progress since the last inspection is limited and the shortcomings identified in this inspection mean that the school does not provide adequate value for money.

Recommendations

In order to improve, the school needs to:

- R1 raise standards in subjects where shortcomings are identified and improve provision and promote pupils' achievement consistently in the use of key skills, including bilingual competence;*
- R2 provide suitable challenge for more-able pupils to ensure that they reach their full potential;
- R3 establish rigorous assessment procedures and involve pupils more in the evaluation of their own work;
- R4 provide clear, robust strategic leadership and management in directing the school's work;
- R5 develop arrangements for self-evaluation that are comprehensive, systematic, based on first-hand evidence and linked to the school's priorities;
- R6 develop the role of the governing body, ensuring that governors become more pro-active in matters of monitoring standards and the quality of provision, and ensure that governors meet all their statutory responsibilities; and
- R7 continue to improve attendance.

*aspects of these are currently identified by the school in its development plan.

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

Standards

Key Question 1: How well do learners achieve?

Grade 3: Good features outweigh shortcomings

- 55. The findings of the inspection team do not match the judgement of grade 2 made by the school in its self-evaluation report. The team identified good features in pupils' progress and achievement, but there are shortcomings in pupils' attainment over time and in their use of several key skills. In addition, more-able pupils do not make sufficient progress.

56. The judgement made in relation to this key question is different from that awarded to key questions 5 and 7 because of the impact of good quality teaching on pupils' standards.
57. In key stage 1 in 2008, the results of teacher assessments in English and science were just above national and local averages, while results in mathematics and the CSI, which is the percentage of pupils attaining at least level 2 in the three subjects of English, mathematics and science in combination, were below both national and local averages. The percentage of pupils attaining the higher level 3 in English was marginally above the national average, while in mathematics and science it was above average.
58. When 2008 key stage 1 results are compared with similar schools (those that have a similar number of pupils entitled to free school meals), results in English and science are below average, while those in mathematics and the CSI are well below average. In 2008 girls outperformed boys in the three core subjects, and this has been the trend over the last few years. Over the last three years results have fluctuated and there is no identifiable trend of improvement at key stage 1.
59. In key stage 2 in 2008, the results in English, mathematics and science were above national and local averages. The CSI, which is the percentage of pupils attaining at least level four in English, mathematics and science in combination, was above both averages. The percentage of pupils attaining the higher level 5 in mathematics and science was marginally above national averages, while in English it was below average.
60. When the 2008 results are compared with similar schools, results in English and the CSI are above average, in science they are well above average, while in mathematics they are below average. In comparison with similar schools, results in English and the CSI have been above average for the last three years, while in science they have been well above average for at least two years. In mathematics, however, results have fluctuated over the last three years and, since 2005, there has been a decline in boys' results. In 2008, girls outperformed boys in English and mathematics and there have been quite significant gender gaps over the last few years, with girls doing far better than boys in the CSI. Since 2006, there has been a sharp decline in the number of pupils attaining the higher Level 5 in the three core subjects.
61. Standards of achievement in the subjects inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	86%	14%	0%	0%

62. These figures are similar to the national picture reported by HMCI in his Annual Report for 2007-2008, where standards are Grade 2 or better in 84 per cent of lessons; however, nationally standards were outstanding in 12 per cent of lessons.

63. 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.
64. Baseline assessments indicate that children enter the school with skills and experiences that are broadly similar to those expected for their age.

Grades for standards in subjects inspected

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

Inspection Area	Key Stage 1	Key Stage 2
English	Grade 2	Grade 2
Mathematics	Grade 2	Grade 2
Information and communication technology	Grade 3	Grade 3
Art and design	Grade 2	Grade 2
Music	Grade 3	Grade 3

65. Children under five make good progress with no important shortcomings in speaking, listening, early reading and writing skills through the medium of English and Welsh, in bilingual competence, numeracy, ICT and personal and social education skills. Good features outweigh shortcomings in problem-solving and creative skills.
66. In key stages 1 and 2, pupils make good progress with no important shortcomings in speaking, listening, reading and writing through the medium of English and in personal and social education. However, good features outweigh shortcomings in Welsh communication skills, bilingual competence, numeracy, ICT, problem-solving and creative skills, and there are many gaps in pupils' knowledge and skills in these areas.
67. Pupils with SEN make good progress in relation to their age and capabilities and they benefit from the effective support and intervention strategies provided.
68. Whilst many pupils make effective progress towards fulfilling their potential, more-able and talented pupils do not achieve as well as they might.
69. The development of learners' personal and social skills is good overall. Their attitudes to learning, the interest they show in their work and their ability to

concentrate are generally good. The vast majority work diligently in lessons; they are keen to join in the activities prepared for them and are enthusiastic in their work.

70. Pupils' understanding of how they are learning and of what they need to do to improve has good features that outweigh shortcomings. Although they have targets for improvement in English and mathematics, many are not always aware of these. Many in both key stages are too reliant on their teachers and do not always develop the capacity to work independently.
71. Pupils' progress in personal, social, moral and wider development has good features and no important shortcomings. Most are involved in the life and work of the school and develop a good understanding of corporate responsibilities. They participate in decision-making processes and understand school rules and the expectations the school has for them. Nearly all are considerate to others and respect school property. They demonstrate a growing level of self-confidence and share their views openly and listen well, whilst appreciating that individuals may hold different opinions from themselves. Mutual respect between adults and pupils is evident and relationships throughout the school are outstanding.
72. Nearly all learners are well behaved, courteous and polite to each other, to staff and to visitors. They respond well to the efforts of members of staff to raise their self-image through positive praise. They demonstrate pride in their personal successes and in those of the school in general.
73. Pupils' awareness of equal opportunities is good. Most play an active part in the life and work of the school through the school council and through their involvement in many extra-curricular activities. They develop effective skills to work as part of a team and as members of the school community.
74. Attendance rates for the past three terms average 93.2 per cent. This figure is broadly in line with national attendance rates for pupils of primary school age, but it is below that for schools which have a similar number of pupils entitled to receive free school meals (94.6%).
75. A few pupils have a high level of absence, which has an adverse impact on the continuity of their education and the standards they achieve. The school works closely with the education welfare service to support these pupils and their families, but improvements have been limited in some cases.
76. The governing body is rightly concerned about the number of parents who take their children on holiday during term time. This has an adverse impact on the continuity of pupils' formal education and decreases the school's overall rates of attendance.
77. A few pupils are consistently late for the start of the school day. This disrupts classes and they sometimes miss important parts of the first lesson of the day. Registration is conducted efficiently and pupils settle quickly into their class routines.

78. Pupils develop an appropriate understanding of their local community and they readily support community initiatives and activities. Their understanding of the workplace is more limited.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

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

80. The quality of teaching in the lessons observed was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	96%	4%	0%	0%

81. These percentages are better than those published in the latest Annual Report by HMCI for 2007-2008, where the quality of teaching is good or better (grades 1 and 2) in 83 per cent of lessons, but they fall below the 16 per cent of lessons reported as being outstanding nationally.
82. In the vast majority of lessons where teaching was judged to have no important shortcomings, the good features include:
- a clear presentation of objectives at the beginning of the lesson;
 - detailed knowledge of the subjects being taught;
 - good behaviour management, which enables teachers to ensure that there is no inappropriate behaviour in lessons;
 - well organised lessons, which capture pupils' interest and enthusiasm from the outset and systematically develop their understanding in small, manageable steps; and
 - purposeful use of good questioning techniques to promote active learning.
83. In the very small percentage of lessons where teaching was judged to have some shortcomings, these include:
- a lack of challenge in the tasks provided; and
 - inadequate behaviour management to sustain pupils' interest.
84. Teachers know their pupils well and have established excellent, reassuring, warm and supportive relationships with them. They skilfully encourage and guide pupils into new learning. Teachers and support staff work closely together to plan and deliver lessons that are interesting and fun for pupils. Pupils say they enjoy their lessons and like coming to school.
85. Teachers employ a good range of strategies, which helps boost the learning of pupils. Good provision is made, whatever pupils' race, gender or background.

Pupils with SEN are well supported, both in class and in withdrawal sessions, and they are encouraged to play an active part in the life and work of the school. However, as the school recognises, further planning is required to cater for the needs of more-able pupils.

86. Teachers across the school show commitment and dedication. They are keen to adopt new initiatives and embrace professional development enthusiastically, when opportunities are provided. Most teachers make valiant, independent efforts to update and renew their skills. They display good subject knowledge, which they communicate effectively to pupils.
87. Time is generally utilised well and the pace of lessons is good. Instructions are clear and simple and pupils are encouraged to draw on their previous knowledge and understanding. Most teachers use time really well in plenary sessions at the end of lessons to check what pupils have achieved, enabling them to consolidate their own progress and learning.
88. The rigour of assessment and its use in planning and improving learning has good features, but there are also shortcomings. The quality of assessment for the under-fives is accurate and comprehensive. However, there is no clear, whole-school approach to assessment and, although the school has developed procedures to track pupils' progress, these are not systematically applied. The school is not yet fully involved in arrangements with other schools to strengthen and moderate teacher assessment.
89. The assessment of pupils' progress in the foundation subjects is an area for development. There are class portfolios in some subjects, which contain samples of pupils' work, but these do not always indicate clearly pupils' levels of attainment.
90. Teachers mark work appropriately and, in the best practice, they offer guidance on how pupils can improve their work.
91. The school sets short-term learning targets in English and mathematics, but pupils are not yet fully involved in planning their own progress and most are unsure of the real purpose of assessment and of what they need to do to make progress.
92. Reports to parents meet requirements. They were modified recently and they provide some information about pupils' progress in the core and foundation subjects. However, they lack sufficient detail on pupils' standards and there is no clear indication of how parents can help their children or what the next stages of learning might be.

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

Grade 3: Good features outweigh shortcomings

93. The findings of the inspection team do not match the judgement of grade 2 made by the school in its self-evaluation report. This is because there are

shortcomings in several areas of the school's curricular provision, especially in the arrangements to develop pupils' basic and key skills.

94. 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.
95. The school provides pupils with access to a broad curriculum that meets the requirements of the national curriculum and the locally agreed syllabus for religious education. The school has appropriate arrangements to meet the needs and abilities of the range of pupils.
96. Curricular planning lacks consistency in building systematically on pupils' existing knowledge, understanding and skills. There are appropriate policies and schemes of work in place for subjects; however, several schemes are largely a collection of local and commercial programmes, which have not been fully adapted and made relevant to the needs of the school.
97. Whilst teachers are aware of the need to include key and basic skills in their short-term curricular planning, there is no means of ensuring their development across the curriculum in a systematic and meaningful way.
98. The overall provision to promote bilingual skills and the language and culture of Wales has good features that outweigh shortcomings. Appropriate attention is given to the cwricwlwm Cymreig and pupils are given opportunities to acquire knowledge and understanding of the traditions, culture and history of Wales. Pupils visit appropriate places of interest, such as the Urdd centre at Llangrannog, and celebrate St David's Day, with the Eisteddfod being a notable feature of school life. However, there are insufficient opportunities to develop pupils' bilingual knowledge and skills in subjects across the curriculum.
99. Provision for pupils' spiritual, moral, social and cultural development is good. Acts of collective worship meet requirements and help to reinforce the school's values and a sense of community. However, insufficient opportunities are provided for pupils to reflect on the wonders of the world in assemblies and lessons. Overall, pupils know the difference between right and wrong and nearly all collaborate and co-operate in a way that reflects the school's ethos of working together in a caring, sensitive and happy environment.
100. Learning experiences promote pupils' cultural awareness well; for example, the school provides regular opportunities and experiences for pupils to celebrate the cultures and traditions of other European countries, such as France and Italy.
101. The provision for PSE is a well-established part of the curriculum and the school follows national guidelines well. It gives good attention to sex and relationships education, substance misuse and personal safety.

102. The school provides a good range of extra-curricular and out-of-school activities for pupils, which enriches their experiences and raises their self-esteem and confidence.
103. The variety of after-school clubs, such as netball, football and the school choir, enhances pupils' learning experiences. Visits to various centres, such as Castell Henllys and Scolton Manor, and visitors from the community, including local authors, community police officers, theatre companies and representatives from the local church, make pupils aware of community life and civic responsibilities.
104. The provision to develop sustainable development and global citizenship has good features that outweigh shortcomings. The school has recently formed an eco committee, which makes every effort to encourage pupils to act in a sustainable way through various initiatives, such as re-cycling paper. The school acknowledges this as an area for development.
105. Good features outweigh shortcomings in relation to the school's partnerships with parents, the local community, other schools and higher education institutions. Most parents are supportive of the school and appreciate the sense of Christian community fostered by the school. Communication with parents through informal daily contact is successful and parents are made to feel welcome in the school.
106. There are some shortcomings relating to the statutory information provided for parents. The school prospectus is a useful document, but there are some omissions. In addition, parents are not always sent a copy of the governors' annual report.
107. There are effective links with the Milford Haven 'family' of schools; arrangements for the transfer of pupils are good and ensure that year 6 pupils look forward to secondary school with confidence. Pastoral and curricular links are developing well, supported by a well-focused transition plan.
108. The school welcomes students from local colleges and secondary schools, who carry out work placements at the school. Students are well supported by staff and readily involve themselves in the life of the school.
109. There are positive links with the parish and the local community. The clergy and parishioners value the contribution that the school makes to the life and worship of the church community.
110. Good features outweigh shortcomings in relation to the promotion of work-related education. Whilst pupils visit some local shops and businesses, the vocational aspect of the PSE programme is not yet fully developed and work-related education is not an integral part of pupils' learning experiences. The school recognises that a more structured, whole-school approach is required.

111. No teachers have recently undertaken a relevant industrial or business placement with a view to enhancing professional development and enriching the curricular provision for pupils.
112. Pupils have some opportunities to develop their entrepreneurial skills, for example, through fund-raising activities for charity and making and selling goods at the school fair. However, the school does not provide pupils with sufficient opportunities to engage in problem-solving and decision-making activities, which provide the early foundations for the skills needed to support economic development.
113. The school is committed to the promotion of lifelong learning and the 'wrap-around' provision offered through the breakfast club and neighbouring after-school club is valued by parents.

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

Grade 3: Good features outweigh shortcomings

114. The inspection team's findings do not match the judgement of grade 2 made by the school in its self-evaluation report. The team judged that, although care, support and guidance for pupils on a day-to-day basis is good, there are many shortcomings in the documentation that underpins this aspect of the school's provision.
115. A significant number of policies are unsigned and undated and they do not demonstrate adoption by the school. Several policies have not been reviewed and updated to ensure that current legislation and national recommendations are taken into account. As a result, members of staff are often unsure of their roles and responsibilities in certain areas because of the lack of clarity in procedures.
116. The school makes good use of support services and manages care arrangements effectively. Parents and carers are encouraged to become fully involved; most feel their views are well considered and acted upon.
117. The school takes good account of pupils' views and opinions through the school council, which is a good forum for pupils to work together and to develop their personal and social skills. Councillors undertake their duties seriously and feel the school listens to them and often acts upon their recommendations.
118. The school's arrangements for the induction of pupils are successful. The youngest children in the foundation class settle well and members of staff offer good pastoral care. Arrangements for transferring to different classes and to the secondary school are well-established and effective and ensure that pupils settle quickly into their new environments.
119. The quality of personal support and guidance provided by teaching and support staff is appropriate. Members of staff know pupils well and are sensitive to their needs.

120. Procedures to monitor behaviour, attendance and punctuality are in place and pupils' absences are adequately explained. Regular liaison takes place with the pupil support officer from the education welfare service.
121. The administrative officer carefully monitors attendance and punctuality and ensures that follow-up procedures are applied appropriately. The school complies with the requirements set out in National Assembly for Wales (NAW) Circular 47/06, Inclusion and Pupil Support
122. The school has suitable procedures to promote the well-being of pupils. A health and safety policy is in place and risk assessments are carried out by staff. Arrangements for dealing with accidents, emergencies and medical needs are established and fire drills are carried out regularly and efficiently.
123. The school successfully promotes the importance of a healthy diet and lifestyle and pupils are regularly encouraged take part in sporting and physical activities that contribute to their health and well-being.
124. The school has appropriate measures to protect children. The head teacher has designated responsibility for child protection and adults in school receive training in child protection issues. However, school procedures generally lack clarity and not all members of staff are sure of their roles and responsibilities.
125. The overall quality of provision for pupils with SEN is good with no important shortcomings. The school takes good account of the framework for inclusive education and ensures that pupils with SEN are fully included in all aspects of school life. The school's policy clearly outlines assessment procedures and the support that should be provided for SEN pupils.
126. The identification and diagnosis of needs takes a graduated approach, as exemplified in the SEN Code of Practice. Pupils who may have a special need are effectively identified at an early stage through observations and assessments.
127. Very good support is provided by the specialist teacher for SEN to meet the needs of pupils. Teachers and support staff liaise effectively in order to provide continuity of experience. There is a good balance between in-class support and small withdrawal groups for brief, but intensive, activities. Members of the support staff are well trained and knowledgeable about pupils' needs and learning objectives.
128. Individual Education Plans (IEPs) contain clear, achievable targets and pupils' progress is regularly monitored. The views of parents and pupils are taken into account wherever possible. Reports from specialist agencies also inform progress reports and recommendations for further action.
129. The school's behaviour policy is applied consistently and there are effective measures to deal with pupils whose behaviour impedes their progress or that of others. The school considers that harassment, bullying and any forms of oppressive behaviour or racial discrimination are serious matters. Suitable

arrangements are in place to deal with any incidents that might arise. Pupils report that any such incidents are dealt with quickly.

130. Good features outweigh shortcomings in the quality of provision for equal opportunities. Whilst pupils are treated equally and have equal access to the curriculum and other facilities within the school, there remain shortcomings in statutory documentation that underpins the provision.
131. Teaching and support staff are aware of the diversity of pupils' backgrounds and take this into account when planning and delivering support and guidance. Gender equality is promoted and staff challenge stereotypical views and opinions sensitively.
132. In its daily life, the school promotes racial equality and there is a suitable race equality policy to underpin this practice.
133. The school makes good efforts to secure the equal treatment of disabled learners and to ensure that they are fully included in all aspects of the life and work of the school. A disability equality scheme and accessibility plan are in place, and the school is accessible to wheelchair users.
134. The school effectively promotes pupils' awareness of cultural and religious diversity in the wider world through its celebration of different festivals and through various activities related to global citizenship.

Leadership and management

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

Grade 4: Some good features but shortcomings in important areas.

135. The findings of the inspection team do not match the judgement of Grade 3 made by the school in its self-evaluation report. The team judged that there are important shortcomings in the overall leadership and management of the school.
136. The judgement made in relation to this key question is different from that awarded to key question 1 because of the impact of good quality teaching on pupils' standards.
137. Changes in leadership and management and disruption over a significant period of time have posed many challenges to the educational direction, strategic management and work of the school. The head teacher provides good support and care for pupils at a pastoral level; however, overall leadership and management are ineffective in those aspects of the school's work that relate most directly to improving the quality of provision and the standards that pupils achieve. These are important shortcomings.

138. Leadership overall does not give a clear sense of direction to the school's work and does not reflect critically on key issues for development from the last inspection. These are important shortcomings.
139. The acting deputy head teacher, who was seconded by the Diocese and the LA a short time ago, is providing a clear sense of direction and helping to refocus efforts on the key tasks of improving provision and enhancing the quality of teaching and learning.
140. The manner in which the acting deputy head teacher has introduced a number of initiatives is impressive, though some of these will need more time to impact on standards and some aspects of the provision. Although the school had set whole-school targets in its previous school development plans (SDPs), there is very limited evidence to demonstrate the consistent success of these initiatives in recent times.
141. The head teacher and acting deputy head work well together to ensure an enhanced common sense of purpose for the school. The senior management team (SMT) has not been effective in recent times and there is little evidence to indicate that the SMT has concentrated on important whole-school issues.
142. A number of purposeful aims and objectives have been established; these are reflected well both in documentation and the work of the school. Staff, teaching assistants and other adults are responding positively to new initiatives and opportunities and working hard to improve provision and tackle important shortcomings.
143. The school does not take good account of national and local initiatives and there has been little progress in areas such as sustainable development.
144. The arrangements for performance management are in line with requirements and the process is increasingly being used to help focus the work of members of staff in meeting the school's needs. However, the process has often been disrupted by staff absences. The management of staff's professional development has been irregular and largely ineffective. The latter is an important shortcoming.
145. The GB is supportive of the school, members of staff, pupils and the aims and objectives of the school. Governors meet regularly and are supplied with information about the life and work of the school by the head teacher.
146. Since the last inspection, however, it is clear that governors have not been sufficiently rigorous in terms of monitoring standards and the quality of provision. There remains considerable scope for present governors to develop these crucial roles further. The GB does not meet all of its statutory responsibilities and there is no systematic means of ensuring that school policies are regularly updated, signed, reviewed and evaluated.

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

Grade 4: Some good features but shortcomings in important areas.

147. The findings of the inspection team do not match the judgement of grade 3 made by the school in its self-evaluation report; this is because the team identified important shortcomings in self-evaluation and planning for improvement.
148. The extent to which the head teacher, senior leaders and staff are well informed about quality and standards in areas across the school is variable. Members of staff work diligently and there is informal dialogue between teachers of different year groups. However, the monitoring of standards is inconsistent, underdeveloped and insufficiently robust. This is an important shortcoming.
149. Procedures for effective self-evaluation are at an early stage of development and there is very little evidence of robust and well established arrangements whereby senior leaders draw together the findings of self-evaluation systematically in order to prioritise and make meaningful plans for the future development of the school. At whole-school level the evaluation process is underdeveloped and does not inform future targets for the school. This is an important shortcoming.
150. Analysis of pupil performance data, including standardised tests, is not effective. The range of data is often too narrow and does not give enough attention to looking at pupils' work. Some good use has been made of the analysis of end-of-key stage results and specific pupils have been targeted in order that they may have the opportunity to achieve more. However, the school's use of performance data to inform judgements and evaluate specific trends across time is neither formalised nor regular.
151. There are no formal arrangements to ascertain the views of the GB, parents, the community or support staff in terms of self-evaluation. Parents were provided with a questionnaire about three years ago, but the school does not have a structured or consistent approach to consultations. Although there is an active school council, pupils' views are not formally sought as part of the self-evaluation process. These are important shortcomings.
152. The quality of the self-evaluation report produced by the school prior to the inspection is of variable quality. It provides a reasonable overview of the school's current position and identifies some strengths and areas for development. However, it is not based on secure, first-hand evidence and the link between self-evaluation and school development is insufficiently developed. The inspection team matched the judgements of the school in only one of the seven key questions.

153. The SDP outlines many targets for improvement for the current year, but these are not clearly or specifically prioritised and the school did not provide a long-term development plan for scrutiny. These are important shortcomings.
154. Currently, there is limited evidence to indicate how actions taken have resulted in measurable improvements since the previous inspection. Although there have been improvements in ICT, art and design and music, overall there has been insufficient progress since the last inspection. Shortcomings still exist in important areas, such as assessment, the role of subject co-ordinators, whole-school self-evaluation and leadership at senior levels.

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

Grade 4: Some good features but shortcomings in important areas.

155. The findings of the inspection team do not match the judgement of Grade 3 made by the school in its self-evaluation report. Although there are examples of efficient use of resources to improve the quality of education in some areas, important shortcomings remain that limit the school's ability to provide overall value for money.
156. The judgement made in relation to this key question is different from that awarded to key question 1. This is because of the impact of good quality teaching on pupils' standards.
157. Members of staff are suitably qualified and experienced to meet the demands of the National Curriculum and the ages of the pupils taught. Teaching assistants are an invaluable resource and they provide effective support in appropriate classes.
158. There are suitable arrangements in place to provide all members of staff with the required preparation, planning and assessment time and appropriate use is made of this. However, procedures for workforce remodelling are not fully compliant with guidelines and they do not ensure that teachers do not undertake unnecessary tasks. This is an important shortcoming.
159. Members of staff do not regularly have the opportunity to attend relevant training courses and the courses attended do not always help focus their work in meeting the school's priority needs. This area is not sufficiently co-ordinated at a whole-school level and is an important shortcoming.
160. The school administrator is efficient and provides good support for the school. The caretaker, kitchen and midday staff undertake their duties effectively and efficiently.
161. The school has sufficient equipment and resources for most subjects and they are easily accessible. Recent investment in areas such as literacy, numeracy and ICT has had a beneficial impact. However, there are insufficient computers and laptops available for use by pupils and this is affecting the pace of

improvement in ICT. The school has yet to monitor and evaluate the impact of recent investments and improvements on teaching and learning across the school.

162. The accommodation is adequate for the number of pupils on roll. The school is well maintained by the site manager and cleaning staff. The newly built extension provides spacious accommodation with good storage facilities. Other classrooms in the junior part of the school are smaller, more cramped and have limited space for practical activities. Members of staff make every effort to provide pupils with a bright, welcoming environment. Colourful displays of pupils' work adorn the corridors and classrooms.
163. The entrance road to the school has been widened and further parking facilities made available. The school field, which is shared with the neighbouring school, is utilised well for sports, games and at break-times. The inspection team identified a potential health and safety issue linked to the outside environment and this was brought to the attention of the GB.
164. Recent staffing difficulties have had a profound effect on the financial management of the school and, with the approval of the LA, the head teacher and GB are currently operating a deficit budget. The most recent audit of finances was in 2006.
165. However, the use of resources is not regularly reviewed and evaluated to ensure best value for money and current arrangements do not ensure that the school budgets systematically for expenditure in line with the objectives set in the SDP. These are important shortcomings.
166. Although the school has made some recent improvements in provision, the extent of progress since the last inspection is very limited and shortcomings in quality and provision identified in this inspection mean that the school does not provide adequate value for money.

Standards achieved in subjects and areas of learning

Under 5s

Grade 2: Good features and no important shortcomings

167. 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.

Personal and social development, well-being and cultural diversity.

Grade 2: Good features and no important shortcomings.

Good features

168. All reception children participate eagerly in new experiences. They explore new learning skills, opportunities and resources with enthusiasm. All settle well into the routine of the school and develop a high level of independence as they participate in a wide range of well-structured and stimulating activities and welcome the opportunities to make independent choices. Nearly all maintain an interest in their play and activities for extended periods and socialise well with each other and with adults. They display an increasing interest in the exploration of the indoor and outdoor classroom.
169. All children are courteous and play harmoniously together, displaying an increasing awareness of the needs of others within the class. They have a good understanding of the need to take turns and they share equipment and co-operate positively during activities, such as using bikes. They take responsibility for their own personal hygiene, washing their hands before their morning snacks and after using the toilet.
170. All Foundation Phase children are beginning to be aware of the need to follow a healthy eating pattern.
171. Nearly all children take responsibility for dressing and undressing themselves with the minimum of fuss, such as when preparing for any physical activities or outdoor experiences. They are keen to tidy the indoor classroom and outdoor area at the end of activities.
172. Most children's awareness of their own and others' cultures is good. They clearly understand that other cultures, such as those of Italy, India and Australia, have different foods, clothing, ways of life and beliefs from that of Wales.

Shortcomings

173. There are no important shortcomings.

Language, literacy and communication skills.

Grade 2: Good features and no important shortcomings.

Good features

174. All reception children listen attentively to others and respond to what they say. Most respond well to questions and instructions. They take turns to speak clearly and audibly, using a wide range of vocabulary. Nearly all welcome the opportunity to talk with adults about their experiences and when engaged in their activities. When discussing the whereabouts of the lion in their 'Lion hunt' during the outdoor 'Welly Wednesday' activities, for example, many display outstanding imaginative role-play and use appropriate, extended language in response to the scenario. Nearly all children's speaking skills develop well through imaginative role-play in the Jungle Corner.

175. Most children display interest in the contents of books and use pictorial clues to follow a story line. They have good awareness of the sounds of different letters and use these skills effectively when undertaking reading activities. Many read simple texts with clear understanding, showing the ability to retell the story or predict events from pictorial clues. Most enjoy their mark-making opportunities, using a wide variety of media to form letters correctly and make good use of quality materials that are provided for them. Their emergent writing skills develop well, with many children writing sentences independently.

Shortcomings

176. There are no important shortcomings.

Mathematical development.

Grade 2: Good features and no important shortcomings.

Good features

177. All reception children quickly develop a good understanding of mathematical concepts through singing number rhymes and songs and they use number as part of their daily routines. During the day they successfully count, compare, sort, match, order and sequence objects or colours. Nearly all correctly count objects up to ten and most to twenty. They sequence numbers confidently and accurately identify the missing number of caterpillars or snakes from a number line to ten. Most correctly recognise shapes, such as a circle, triangle or square, and use mathematical vocabulary, such as big and small, correctly by placing objects in their correct size according to their properties.

178. Most children accurately estimate and predict using non-standard measures as they play or take part in baking activities. They pour and fill with confidence and use comparative language, such as full and empty, heavy and light when playing with sand or water. They extend their understanding of positional vocabulary well as they correctly place numbers in order on a large, chalked snake during their outdoor activities. Most recognise and use coins in their play and in their activities.

179. Most children understand the passing of time in the context of their own lives, are well aware of the daily routines of their class, understand the relationships between units of time and read the time to the hour. They recognise and confidently name a range of two- and three-dimensional shapes. Many extend their understanding of directional change as they program a Bee Bot to make a path to the farm shop.

Shortcomings

180. There are no important shortcomings.

Welsh language development

Grade 2: Good features and no important shortcomings.

Good features

181. All children in reception join in enthusiastically with Welsh songs and rhymes and are beginning to use appropriate Welsh sayings as they respond to questions relating to the register, dinner choices or when working on different activities.
182. Most children show good understanding of instructions given in Welsh and they respond effectively. They confidently count and name colours and days of the week. They are beginning to ask and answer simple questions about themselves and their friends.

Shortcomings

183. There are no important shortcomings.

Knowledge and understanding of the world.

Grade 2: Good features and no important shortcomings.

Good features

184. Most reception children have a good understanding of the passage of time and know the names and main characteristics of the seasons. Through their walks around the school grounds and visits to the locality most have good awareness of their own environment, the changing seasons and the weather.
185. Most children further develop a good understanding of their local environment through visits to local shops and the church. Many develop good investigative skills and understand the conditions needed for all living things to grow, as they study the growth of flowers planted in their garden pots. Most have a good awareness of the appropriate habitats of animals and correctly place toy animals, such as polar bears, snakes and crocodiles, in trays of ice cubes, grass and 'swamps'.
186. Most children enthusiastically experiment with a wide range of materials to make their own play dough. They understand well that materials change under certain conditions and describe the changes that occur when making bread or biscuits for Mother's Day.
187. The independent use of ICT by nearly all reception children is good. Most use the computer mouse and touch pad with ease and move icons and objects on both the computer and the interactive whiteboard with confidence.

Shortcomings

188. There are no important shortcomings.

Physical development

Grade 2: Good features and no important shortcomings.

Good features

189. All children in reception use the available space in their indoor and outdoor activities safely and move around confidently, with increasing control and co-ordination of their body movements. Their hand-eye co-ordination develops well as they learn to catch and throw balls and roll hoops. Nearly all children's skills of pedalling, pushing and pulling are good as they steer large toys.
190. Nearly all children quickly develop their fine motor skills with early mark-making activities. They extend their skills of rolling and moulding as they confidently use play dough and clay to produce artefacts relating to their thematic work. Most handle small equipment, such as jigsaws, scissors, brushes and marking resources, with increasing confidence, dexterity and accuracy. They develop their manipulative skills well and use construction toys, such as bricks, malleable materials, junk boxes and recycled material, competently to build their own models of 'Mr.Grumpy's' car.

Shortcomings

191. There are no important shortcomings.

Creative development.

Grade 2: Good features and no important shortcomings.

Good features

192. Children compose music effectively to relate sounds to pictures, such as vegetables and fruits, on tuned and untuned instruments. Most maintain a steady beat. They sing a variety of songs in tune and with enjoyment.
193. All children explore and experiment effectively with colour media and texture to create objects, such as a pasta necklace. Most realise that, by mixing different colours, a variety of shades and tones can be produced as they paint lighter and darker elephant shapes. Most produce attractive collages from nature, using leaves and twigs. Nearly all have a good awareness of art from other cultures as they produce striking chalk Rangoli patterns. Their observational skills develop well as they produce African masks.
194. Most children use computer art packages with skill and dexterity to draw pictures, colourful patterns and pictures.

Shortcomings

195. There are no important shortcomings.

English

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

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

Good features

196. In key stage 1, the majority of pupils listen attentively to presentations by teachers and each other. They speak confidently about their work and experiences with both adults and fellow pupils. They begin to realise the need to adapt their spoken language and intonation of voice when participating in role-play situations.
197. In key stage 2, most pupils listen carefully in both whole-class and group activities. They ask pertinent questions, convey information and, by the end of the key stage, employ well-reasoned and logical arguments to defend their opinions within group, paired and class discussion work.
198. Pupils in both key stages enjoy reading; they make good use of the books available and read regularly. Their reading skills develop well.
199. Most pupils make a good start to reading from an early age, and by year 2 most are accurate and fluent readers. More-able pupils read with expression and understanding and talk about the aspects of the books they enjoy or dislike.
200. In key stage 2, most pupils read a variety of books fluently and expressively. They give detailed accounts of the books they are reading, name their favourite authors and identify recurring features of their work. Their higher-order reading skills develop well and they retrieve information from a variety of sources, such as the internet and non-fiction texts.
201. In key stage 1, pupils' writing is good. Year 1 pupils copy simple words or phrases. More-able pupils begin to write a few words or sentences independently. Their spelling and punctuation develop with increasing accuracy.
202. Standards of writing are good in key stage 2. Most pupils produce a wide variety of creative and factual work, including letters, diary writing, reports and poetry. Writing is organised in paragraphs, using a variety of sentence patterns. Handwriting is generally joined and legible.

Shortcomings

203. There are no important shortcomings, although the standard of pupils' spelling in both key stages is not always consistent.

Mathematics

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

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

Good features

204. Key stage 1 pupils make good progress in the use of number. Most confidently count in both Welsh and English. Most younger ones begin to double numbers accurately, and by year 2 nearly all pupils count correctly in twos, fives and tens.
205. Throughout the key stage most pupils display quick mental recall of number facts. Most differentiate well between odd and even numbers and, by the end of the key stage, many more-able ones subtract numbers to 100 without difficulty.
206. Most key stage 1 pupils develop a good understanding of shape and measures and they use correct mathematical language in the appropriate context. They measure time, length, weight and capacity correctly. Nearly all year 2 pupils tell the time to the hour and half hour, using both digital and analogue clocks.
207. Most year 1 pupils measure accurately, using non-standard measures. They appreciate the need for estimation and realise the need to take appropriate care when measuring. By year 2, most measure correctly, using standard units of measurement and they are aware of differences in measurement, such as 'length' and 'width'.
208. Key stage 2 pupils progressively extend their knowledge and understanding of number. Throughout the key stage, many select the correct mathematical techniques to solve problems and use calculators confidently to check their answers. Many explain alternative strategies for solving problems.
209. Throughout key stage 2, most pupils mentally manipulate numbers easily and quickly. Nearly all younger ones develop a good understanding of numbers to 1000 and correctly carry out the four rules of number. Most older ones effectively calculate in a variety of ways, partitioning and investigating the four rules of number and identifying emerging patterns on various number grids.
210. Most key stage 2 pupils have a good awareness of shape and space. They accurately calculate the area of various regular and irregular shapes. They plot co-ordinates accurately on a pirate adventure map and measure angles accurately. Most develop a good awareness of two- and three-dimensional shapes and their properties.

Shortcomings

211. Although there are no important shortcomings, across both key stages a few pupils do not collect, organise and interpret data well.

Information and communication technology

Key stage 1: Grade 3: Good features outweigh shortcomings

Key stage 2: Grade 3: Good features outweigh shortcomings

Good features:

212. In key stage 1, most pupils use computers appropriately and they confidently log on and off effectively. The more-able make good use of the icons on the screen to save and print off their work.
213. Most pupils in key stage 1 use the mouse well to click and drag; they use the space bar and the return key effectively to change the appearance of the text or the orientation of the page in a word-processing programme.
214. By year 2, many pupils make sensible choices about what questions to pose when interrogating data.
215. In key stage 2, and especially by the end of year 6, many pupils confidently use the internet to access information and they know how to refine their searches through the use of more specific key words.
216. Many pupils in upper key stage 2 use presentation software to produce appropriate slide shows on a range of different topics.
217. Word-processing skills develop well as pupils move through the school. More-able, older ones confidently amend and present information and they are skilled in combining text and re-sizing, if necessary, to aid their presentations.
218. A minority of pupils in key stage 2 begin to make effective use of spreadsheets. They explain how these can be used to work out numerical problems, using particular formulae.

Shortcomings

219. In both key stages, many pupils rarely use information from a variety of ICT sources and they do not investigate how it may be sorted, classified and presented.
220. In both key stages, pupils' skills in using modelling programs and databases are underdeveloped.
221. In key stage 2, many pupils lack competence in using spreadsheets and simulations.

Art and design

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

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

Good features

222. Most pupils in both key stages create vivid pictures and they learn a wide range of different artistic skills.
223. In both key stages most pupils experiment creatively with shade, tone, line and texture. In key stage 1, they mix paints and colours well and produce effective studies of man-made and natural materials.
224. Most pupils in key stage 1 investigate leaves and fruits and produce attractive examples of leaf rubbings.
225. In key stage 1, many pupils produce careful studies of hands and mature self-portraits, which they proudly display in their folders and on class walls.
226. In key stage 2, most younger pupils create effective and stimulating pictures on 'Mr and Mrs Clark and Percy', based on the work of David Hockney.
227. In key stage 2, many younger pupils research the work of numerous artists through the ages and produce effective studies in their book on 'artist of the month'.
228. Most pupils in years 4 and 5 create mature studies of different chairs and seats and their observational skills are competent.
229. Most pupils in years 4 and 5 produce very attractive pictures based on the style of aboriginal art.
230. Older pupils in key stage 2 create a range of effective facial expressions and masks in the style of Aztec artists.

Shortcomings

231. There are no important shortcomings.

Music

Key stage 1: Grade 3: Good features outweigh shortcomings.

Key stage 2: Grade 3: Good features outweigh shortcomings.

Good features

232. Most pupils throughout the school sing tunefully and perform well, showing appropriate attention to breathing and posture. All key stage 2 pupils respond enthusiastically to rhythmic action songs, sung in both English and Welsh. They frequently sing in rounds and two parts and show the ability to sustain a melodic line with growing confidence.
233. A minority of pupils play a range of instruments, such as recorders, well and they make effective contributions to the choir and orchestra.
234. Many key stage 1 pupils select and organise music in response to different stimuli. They explore the sounds of a variety of untuned percussion instruments in order to compose rhythmic patterns about the names of vegetables. They develop an increasing awareness of the need for a conductor when performing as a group.
235. Most pupils begin to develop an understanding of pitch as they explore a range of tuned instruments to provide accompaniment to the song 'Six Little Ducks'.
236. Year 2 pupils successfully interpret the mood of an Indian folk song and compose a short sequence of sounds to convey different weather patterns.
237. Nearly all younger pupils in key stage 2 use their knowledge of a variety of tuned and untuned instruments effectively when composing interesting, atmospheric and imaginative sound effects to accompany the poem 'Horror Hotel'.
238. In key stage 2, most pupils demonstrate a good awareness of vocal sounds so as to enhance their compositions.
239. In key stage 2, a minority of pupils evaluate their performances well, offering sensible suggestions as to how their compositions and performances can be improved.

Shortcomings

240. In both key stages, most pupils' awareness, and use, of music elements is limited.
241. In both key stages, most pupils' ability to compose, using a variety of notation, is limited.

School's response to the inspection

242. The staff, pupils and governors of St Francis VA Catholic Primary School would like to thank the inspection team for their courtesy and professionalism both before and during the inspection process.
243. We are pleased that the report recognises the good standards in teaching and learning and the excellent relationships between staff and pupils. We welcome the positive features presented in the report and fully acknowledge the recommendations made to develop the school further. We will endeavour to work hard to implement the issues identified as needing improvement, so as to further strengthen provision for our pupils.

Appendix 1

Basic information about the school

Name of school	St Francis VA Catholic School
School type	Primary inc Foundation Phase
Age-range of pupils	4-11
Address of school	Priory Road, Milford Haven, Pembrokeshire
Postcode	SA73 2EE
Telephone number	01646 694830

Headteacher	Mrs Rachel Best
Date of appointment	January 1998
Chair of governors/ Appropriate authority	Mr Alan Furlong
Registered inspector	Dr David Gareth Evans
Dates of inspection	8-10 th 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	0	36	13	20	21	26	19	20	155

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	4	4	6

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	1:25.8
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	25
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Spring 2009	N/A	88.7	93.2
Autumn 2008	N/A	88.5	93.7
Summer 2008	N/A	87.2	92.6

Percentage of pupils entitled to free school meals	7.8%
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:					20
Percentage of pupils at each level								
			D	W	1	2	3	
English:	Teacher assessment	School	0	0	15	65	20	
		National	0.2	3.5	13.8	63	19.4	
En: reading	Teacher assessment	School	0	0	20	60	20	
		National	0.2	4.1	14.9	55.2	25.5	
En: writing	Teacher assessment	School	0	0	15	75	10	
		National	0.2	4.8	15.9	67.8	11.3	
En: speaking and listening	Teacher assessment	School	0	0	0	70	30	
		National	0.2	2.4	10.7	62.8	23.8	
Mathematics	Teacher assessment	School	0	0	20	50	30	
		National	0.2	2	10.9	65.2	21.6	
Science	Teacher assessment	School	0	0	5	65	30	
		National	0.2	1.6	8.5	66.35	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	75%	In Wales	80.7%

National Curriculum Assessment Results End of key stage 2:

National Curriculum Assessment KS2 Results 2008			Number of pupils in Y6								23
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	0	0	0	4	74	22
		National	0.2	0	0	0.5	0.6	3.1	15.6	51.3	28.5
Mathematics	Teacher assessment	School	0	0	0	0	0	0	13	52	35
		National	0.2	0	0	0.5	0.6	2.7	14.7	51.4	29.9
Science	Teacher assessment	School	0	0	0	0	0	0	0	65	35
		National	0.2	0	0	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	87%	In Wales	75.5%

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

Appendix 4

Evidence base of the inspection

Three inspectors spent a total of seven inspector days in the school. A team meeting was held prior to the inspection. The school accepted the invitation to appoint a nominee, but there was no peer assessor present for the duration of the inspection.

The team inspected:

- 24 lessons or part lessons;
- all classes;
- acts of collective worship; and
- a range of extra-curricular activities.

The inspection team held meetings with:

- staff, governors and parents before the inspection;
- senior managers, teachers, support and administrative staff and groups of pupils during the inspection; and
- staff and governors after the inspection to share the inspection findings.

The inspection team also considered:

- the school's self-evaluation report;
- 24 parents'/carers' questionnaires, of which 98.48 per cent of responses were positive;
- a comprehensive range of documentation, including attendance and budget data, provided by the school before and during the inspection; and
- a variety of current and past pupils' work.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Dr David G Evans, Registered Inspector	Context, Summary and Recommendations. Key Questions 1, 2, 4b and 5 English, information and communication technology and art and design
Mrs Eleri Honour, Team Inspector	Key Questions 3, 6 and 7 Foundation Phase, mathematics and music
Mrs Janet Warr, Lay Inspector	Key Question 4a and 4c and contributions to key questions 1, 3 and 7
Mrs Sue Roberts, Nominee and acting deputy head teacher	Attending meetings and supplying information

Acknowledgement

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

Contractor:

E.L.L.I.S. (Cymru) Ltd.
Jasmine Enterprise Centre
Unit 1
Treseder Way
Cardiff
CF5 5BQ