

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

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

**Stackpole Voluntary Controlled Primary School  
Stackpole  
SA71 5DB**

**School Number: 6683051**

**Date of Inspection: 28/04/09**

**by**

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15781**

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

The inspection of Stackpole V.C.P. School took place between 28/04/09 and 29/04/09. An independent team of inspectors, led by Dr. Peter David Ellis undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

<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. Stackpole Voluntary Controlled Primary School is situated in the village of Stackpole about four miles from the town of Pembroke. The surrounding coast and countryside are administered by the National Trust as part of the Pembrokeshire National Park. The date of construction of the original building is unknown, but is thought to be around 1840. In 1960 a major reconstruction was undertaken and the school was extended to include a hall, office space and two further classrooms. In 1998 a new toilet block was added and the school house was renovated and now provides useful space for small groups, music tuition, resources and a staff room. The previous demountable classroom was replaced by a new mobile classroom in 2007; this is now used by a playgroup and the after school club, as well as serving as a community room. Externally, the school has a playground, a large playing field, attractive gardens, a forest school and a secure early years play area.
2. The school currently caters for 81.5 (full-time equivalent) learners between the ages of three and eleven years, including three full-time and seven part-time children of nursery age, organised into four classes, each containing two year groups. The number on roll has steadily declined over recent years. Learners are drawn from the villages of Stackpole, Bosherton, Merrion and Castlemartin and their surrounding areas, as well as the town of Pembroke; over half come from outside the catchment area. According to the school the majority of homes are relatively prosperous or neither prosperous nor economically disadvantaged. Around five per cent of the number on roll are registered as being entitled to receive free school meals, which is well below the national average.
3. The intake covers the full range of abilities. Around 26 per cent of learners are identified as requiring special educational needs (SEN) support, which is above the national average; one has a statement. The national curriculum is not disapplied or modified for any learners; those who have reduced mobility fully participate in all aspects of school life. No learners use Welsh as a first language, come from an ethnic minority background, have English as an additional language or are looked after by the local authority.
4. The school was last inspected in July 2003. Since then the headteacher at the time and his successor have both left to lead larger schools. The current headteacher has been in post since April 2008 and was acting headteacher prior to this from January 2008. The foundation phase is currently being delivered to both nursery and reception children, whose class now has direct access to outside provision.
5. The school was awarded the Basic Skills Quality Mark for the third time in November 2007. It has successfully reached Phase 5 of the Health Promoting Schools project and achieved the Bronze level of the Sustainable Schools award in December 2007.

## The school's priorities and targets

6. The school's motto is 'Growing, Learning and Achieving Together' and this is supported by a clear mission statement and agreed aims, which are embraced by all staff and learners.
7. Targets for further improvement are identified in detail in the school development plan (SDP) 2008-09. The current main priorities are to:
  - focus on the well-being of each child;
  - provide a spiritual dimension to school life focusing on Christian values;
  - improve the educational provision for all children in the early years;
  - develop a skills based curriculum and encourage an approach to active learning across the school, making the curriculum exciting and challenging;
  - maintain and improve upon the standards of teaching, learning and assessment across the curriculum and in additional learning needs (ALN);
  - develop pupils' thinking skills;
  - embed education for sustainable development and global citizenship and health promotion in the curriculum;
  - ensure the governing body (GB) and headteacher provide clear direction establishing values, aims and objectives that are understood and implemented by staff;
  - ensure the training needs of staff are met;
  - ensure good community links and a family friendly atmosphere; and
  - ensure suitable use is made of staff, resources and accommodation.

## Summary

8. Stackpole Voluntary Controlled Primary is a very effective school, where pupils consistently achieve high standards and where the quality of provision has several outstanding features.

### Table of grades awarded

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

5	How effective are leadership and strategic management?	Grade 2
6	How well do leaders and managers evaluate and improve quality and standards?	Grade 2
7	How efficient are leaders and managers in using resources?	Grade 2

9. The inspection team agreed with the school's judgements in its self-evaluation report in six out of the seven key questions. Where there was a difference in Key Question 3, the team awarded one grade higher.

## Standards

10. In the key stage (KS)1 national teacher assessments in 2008 all pupils attained at least level 2 in English, mathematics and science, which was above the local and national averages. The percentage attaining the higher level 3 was also better than locally and nationally in reading and mathematics. In comparison to schools with a similar free school meals percentage, the 2008 results placed Stackpole in the best 25%.
11. In the KS2 national teacher assessments in 2008 all pupils attained at least level 4 in English and science and almost all in mathematics, which was above the local and national averages. The percentage attaining the higher level 5 was also better than locally and nationally in all three subjects. In comparison to schools with a similar free school meals percentage, the 2008 results placed Stackpole in the best 25% for English and science and the best 50% for mathematics.
12. Results over the last four years in both KS1 and KS2 show a trend of general improvement in each core subject. There are no consistent gender differences in performance over time, although girls did better in all three subjects in KS2 in 2008.
13. Baseline assessment indicates that children's ability on entry is generally average to above average and few warrant immediate intervention. The overall quality of the educational provision for the under-fives is appropriate to their needs and they make good to very good progress towards the foundation phase outcomes.
14. All learners, whatever their aptitude, ability or background, make good progress through the school, including those with ALN; those with SEN achieve particularly well.
15. Learners' progress in the key skills of literacy, numeracy and information communications technology (ICT) is good overall with some examples of outstanding achievement in speaking, listening, reading and writing, although there is some variation in presentation and handwriting. Bilingual competence develops steadily through the school and standards are generally good.

16. Learners are involved in planning the direction of their own learning, which promotes their interest and motivation. Most enjoy school and have a positive attitude to learning. They work very successfully both independently and collaboratively. They develop sound problem solving and creative skills.
17. Behaviour is an outstanding feature of the school and learners are friendly, welcoming and courteous. Older pupils, in particular, display a high degree of self-discipline.
18. Attendance rates for the past three terms average 93.1%, which is broadly in line with national levels of attendance, but below those of schools that have a similar free school meals entitlement. Most learners are punctual.
19. Learners' awareness of equal opportunity and diversity issues is very good.
20. The school's extensive links with the village and surrounding area enable learners to develop a good understanding of local life and to take an active role in the community.

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

### **Grades for teaching**

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
18%	59%	18%	5%	-

21. These figures are very similar to the last inspection and to the national averages published in Her Majesty's Chief Inspector's (HMCI) report for 2007-8, where teaching is Grade 2 or better in 83% of lessons and Grade 1 in 16%.
22. Where teaching is Grade 1, the outstanding features include optimum use of the outdoor learning environment and the locality, skilful interactions with learners, open-ended and probing questions, creative opportunities to develop learner initiated activities, independence and autonomy and a wide and stimulating range of teaching strategies.
23. The good features of teaching include well structured lessons with lively introductions, clearly defined learning objectives, well explained tasks, reinforcement and extension of previous knowledge, well deployed additional staff, good classroom organisation, lessons which proceed at a good pace and good use of resources.
24. Where teaching is Grade 3 or 4, the shortcomings include work not appropriately matched to learners' ages, abilities and stages of development, over-prescribed tasks, over use of worksheets and time not well managed.
25. All teachers develop outstanding relationships with learners. They prepare lessons thoroughly and possess sound knowledge and understanding of the statutory subjects, as well as the key skills and common requirements of the national curriculum. They generally provide learners with good opportunities to

develop and apply their bilingual skills across the curriculum, although there are variations between classes.

26. Arrangements for assessment, recording and reporting are good. Learners are effectively involved in planning their own assessment and setting and reviewing their targets. Marking generally provides positive and formative feedback. The quality of annual reports to parents is good.
27. The school provides a broad, balanced and relevant curriculum that extends and enriches learners' all round development. It fully meets statutory requirements and the needs of the range of learners. It ensures equality of access and reflects national priorities for lifelong learning.
28. Long, medium and short term planning is very comprehensive and a consistent format is used across the school. There are policies and detailed schemes of work for each subject, which are in the process of being adapted to the new skills framework. Key skills figure prominently in the planning process.
29. Specific opportunities are given through the curriculum to develop thinking, problem solving and decision making skills. This is a strong feature of the provision.
30. Sustainable development is also a strength and permeates the curriculum. Learners benefit considerably from the very stimulating outdoor learning environment both within the school and the immediate locality.
31. A range of extra-curricular opportunities, particularly in sport and music, are provided after school and at lunch time and are well supported. Visitors and school and class visits to places of interest both locally and further afield are planned regularly.
32. The personal and social education (PSE) curriculum permeates many areas of school life and makes a substantial contribution to learners' behaviour and development.
33. Learners' spiritual development is good and considerably enhanced through the use of the surrounding environment. Collective worship forms a central part of daily school life and fully meets statutory requirements.
34. Moral and social development is also good. Learners know the difference between right and wrong and work and play together well. They regularly raise money for local and national charities.
35. Cultural development is good overall. Provision for the cwricwlwm Cymreig has been enhanced considerably since the last inspection and there is now a whole school commitment to bilingualism. Learners' awareness of different faiths, beliefs and lifestyles within their own culture and that of the wider world is very effectively promoted.

36. An outstanding feature is the partnership with parents and carers, who are very supportive and kept well informed. Homework is set in all classes. Parents are happy with the arrangements and consider their children are well prepared for secondary school in this respect.
37. The school supports many local initiatives and has a wide variety of community links, for example with the ancient parish church and local schools and colleges.
38. The school provides good quality work-related education for learners and makes good provision for the development of entrepreneurial skills.
39. The school is a caring and supportive community where learners feel safe, respected and valued. Adults and learners work together happily, respecting one another's feelings and ideas.
40. Another outstanding feature is the very high quality of personal support and guidance provided. Members of staff take all reasonable care to protect learners from harm and there are sound structures in place to ensure their health and safety. Induction arrangements are good.
41. The quality of arrangements in place to ensure the well-being of all learners is also outstanding; they are very aware of the need to keep fit and have an excellent awareness of the importance of healthy eating.
42. Learners feel well informed and school councillors have an excellent understanding of their role and make an outstanding contribution to decision making. They are very good ambassadors for their school.
43. The monitoring of behaviour, attendance and punctuality is thorough and robust and early intervention ensures individual concerns are dealt with swiftly and efficiently. The measures taken to eliminate oppressive behaviour, racial discrimination and bullying are highly effective and such incidents are very rare.
44. Effective early identification, assessment and diagnosis and the movement of learners off the SEN register as a result of their success are outstanding features. Individual educational plans (IEP) are of a very good standard.
45. The quality of provision for equal opportunities is outstanding and the school's commitment to the social inclusion of all learners permeates its life and work. Gender equality and good race relations are extremely well promoted and all learners, regardless of their background, race, gender or ability, are treated equally and with dignity and respect.
46. The school makes very good arrangements to secure the equal treatment of disabled learners and those with complex medical needs. Practice is underpinned by sound policies and documents.

## **Leadership and management**

47. The school has a strong Christian ethos, based on its mission statement and aims, which underpin its life and work.
48. The leadership of the headteacher is outstanding. She has begun to take the school forward in many ways and leads by example.
49. Staff work well as a team and robust procedures are in place for performance management.
50. There are appropriate GB sub-committees and governors have clear roles and responsibilities, as well as designated subject interests; they visit classes and discuss developments with co-ordinators. They are kept well informed about the life of the school.
51. Governors play a role in the school's strategic direction and monitor the provision regularly, but the SDP lacks focus; although targets are sufficiently challenging and realistic, they are very numerous and not prioritised, so that the significant long term needs of the school are not clearly defined. In addition, the targets, although costed, timed and monitored, are somewhat different to those listed in the summary plan and the self-evaluation report.
52. Good attention is paid to national and local priorities and all statutory policies and requirements are in place.
53. The school has a well established culture of self-evaluation and school improvement and accurate judgements are made about its performance and strengths and areas for development. Staff and governors make valuable contributions to the self-evaluation process and the school takes account of the opinions of all stakeholders.
54. Staff responsibilities are well balanced and subject co-ordinators are effective and take a lead in the subjects and aspects they are responsible for. They use a variety of methods and strategies to gather first hand information.
55. The headteacher also regularly listens to learners and visits classes to observe practice. She carries out formal observations annually as part of her performance management responsibilities.
56. According to the school the key issues from the last inspection have all been fully addressed.
57. An outstanding feature is the deployment of the school's complement of experienced and suitably qualified teachers and support staff, who possess appropriate expertise to teach all aspects of the curriculum. The adult to learner ratios are also very good. All the requirements of the workload agreement are fulfilled.

58. All other adults who work in the school are valued members of staff and contribute positively to the strong community ethos. Day to day administrative routines operate very smoothly.
59. The accommodation has improved significantly since the last inspection and is spacious for the number on roll. It is clean and well maintained. The school is justly proud of the development of its grounds.
60. Learning resources are attractive, well cared for and readily accessible to all learners; they are of high quality and meet the demands of the curriculum. There are insufficient resources, however, in the library.
61. At present the school has a surplus of funds; this is earmarked for future needs. Money is spent wisely and developments are prioritised in line with the SDP. Overall the school provides good value for money.

## **Recommendations**

In order to build on its current success, the school needs to:

- R1 address the shortcomings in teaching, particularly in relation to matching work more closely to learners' ages and abilities;
- R2 ensure that whole school planning is more focused and directly addresses the short and longer term needs of the school;
- R3 continue to take action to raise levels of attendance; and
- R4 improve the library provision.

N.B. All four recommendations are part of the school's current SDP.

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

## Standards

### Key Question 1: How well do learners achieve?

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

62. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
63. In the KS1 national teacher assessments in 2008 all pupils attained at least level 2 in English, mathematics and science, so that the core subject indicator (CSI), which is the percentage of those attaining at least level 2 in all three subjects, was 100%; this was above the local and national levels of 82% and 80.7% respectively. The percentage attaining the higher level 3 was also better than locally and nationally in reading and mathematics, about the same in speaking and listening, but lower in science; none attained level 3 in writing due to around half of the cohort being diagnosed as dyslexic. In comparison to schools with a similar free school meals percentage, the 2008 results placed Stackpole in the best 25%.
64. In the KS2 national teacher assessments in 2008 all pupils attained at least level 4 in English and science and almost all in mathematics, so that the CSI, which is the percentage of those attaining at least level 4 in all three subjects, was 94%; this was above the local and national averages of 76% and 75.5% respectively. The percentage attaining the higher level 5 was also better than locally and nationally in all three subjects. In comparison to schools with a similar free school meals percentage, the 2008 results placed Stackpole in the best 25% for English and science and the best 50% for mathematics.
65. Results over the last four years in both KS1 and KS2 show a trend of general improvement in each core subject and the CSI. There are no consistent gender differences in performance over time, although girls did better in all three subjects in KS2 in 2008.
66. Baseline assessment indicates that children's ability on entry is generally average to above average and few warrant immediate intervention. The overall quality of the educational provision for the under-fives is appropriate to their needs and they make good to very good progress towards the foundation phase outcomes.
67. All learners, whatever their aptitude, ability or background, make good progress through the school, including those with ALN; those with SEN achieve particularly well.
68. Learners' progress in the key skills of literacy, numeracy and ICT is good overall with some examples of outstanding achievement in speaking, listening, reading and writing.
69. Speaking across the school is particularly good. From the early years through to the end of KS2 most learners speak clearly and readily engage in conversations with each other and adults; they share ideas willingly, answer

questions confidently and contribute to discussions productively. They are able to articulate what they have learnt and experienced.

70. Most learners generally listen attentively, follow instructions carefully and understand what they hear. In the early years in particular there are some outstanding features in listening; children sit quietly and patiently and without calling out. In KS1 and KS2 most pay attention well and, by acknowledging what they are being told, demonstrate good comprehension and interest.
71. Learners make good overall progress in their reading skills and some read extremely well for their age. In the early years they develop very good letter and word recognition skills and show an interest in books. In KS1 most read with increasing fluency and improving expression and tackle unfamiliar words confidently, mainly through the use of phonics. They understand about plot, characters and events in stories and the difference between fact and fiction. In KS2 many read fluently and confidently with few errors. They enthusiastically talk about their favourite books and explain why they enjoy these. They develop a range of higher order skills to extract meaning and to enhance their understanding.
72. Most learners produce written work of a good quality across the curriculum with a few examples having outstanding features, especially when the writing is extended and produced independently. In the early years children engage in a variety of mark making and early writing activities, so that by the end of reception many can produce some words and sentences of their own. In KS1 and KS2 nearly all pupils develop into fluent writers, producing a variety of writing for different purposes and audiences that is generally age appropriate. Spelling and grammar are good overall, although there is some variation in presentation and handwriting.
73. Learners use numeracy skills in a range of contexts. In the early years they begin to sort and count and to recognise coins in role play and group activities. In KS1 and KS2 they apply their developing numeracy skills in a variety of subjects and to everyday life. For example, they calculate time and dates in history, measure and record results using diagrams in science and use co-ordinates to locate places in geography.
74. Learners use ICT in many contexts and become familiar with a variety of programs and equipment, such as digital cameras, interactive whiteboards, visualisers and floor robots. In the early years they begin to develop appropriate mouse and keyboard skills and in KS1 and KS2 they learn to use computers to produce and edit their work. They use the internet to acquire information and develop good word processing skills. Older pupils use e-mail and PowerPoint purposefully and learn to edit film they have shot. They use search engines successfully for research purposes and extract relevant information. The school newspaper they produce is particularly impressive.
75. Bilingual competence develops steadily through the school and standards are generally good. From an early age learners understand a range of commands and instructions and respond accordingly in sentences and phrases. They

speak and hear Welsh in daily routines, but not always as an integral part of their learning.

76. Learners are involved in planning the direction of their own learning, which promotes their interest and motivation. They devise their own targets, which helps them to be aware of their strengths and weaknesses. They are familiar with how well they are doing and progressing.
77. Most learners enjoy school and have a positive attitude to learning. They confidently exercise choice and work very successfully both independently and collaboratively, helping and supporting each other. They concentrate on their tasks well, make good use of their time and take pride in their own and others' achievements.
78. Learners develop sound problem solving, decision making and creative skills that enable them to tackle new and challenging activities confidently and enthusiastically and to translate their ideas into practical and profitable solutions.
79. Behaviour is an outstanding feature of the school and learners are friendly, welcoming and courteous. They move around the school in an orderly fashion and play together sensibly. They are proud of their school and keen to share their many achievements with visitors. Older pupils, in particular, display a high degree of self-discipline.
80. Attendance rates for the past three terms average 93.1%, which is broadly in line with national levels of attendance (93.3%), but below those of schools that have a similar free school meals entitlement (94.6%). The overall rates are distorted by a number of families who take holidays during term time and by a very few learners who have a significant level of absence, which has an adverse impact on the continuity of their education and the standards they achieve.
81. Most learners are punctual and keen to attend school; lessons start promptly and classes settle quickly into their routines.
82. Learners' awareness of equal opportunities and diversity issues is very good, particularly in relation to disability and gender. All are treated the same by their peers regardless of any individual differences. Although none currently on roll is from a different ethnic background, learners show a genuine concern and care for those who may be less fortunate than themselves and who may have differing views, beliefs and cultural traditions within society and the wider world.
83. The school's extensive links with the village and surrounding area enable learners to develop a good understanding of local life and to take an active role in the community. They also become increasingly aware of the world of work through, for example, visits to farms and shops and links with local businesses, nearby multinational companies and the National Trust.

## The quality of education and training

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

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

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

85. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
18%	59%	18%	5%	-

86. These figures are very similar to the last inspection and to the national averages published in HMCI's report for 2007-8, where teaching is Grade 2 or better in 83% of lessons and Grade 1 in 16%.

87. An outstanding feature of teaching is the quality of relationships between staff and learners, which contributes considerably to excellent behaviour. This, together with the use of praise and encouragement, ensures that learners always try to do their best.

88. Where teaching is Grade 1, the outstanding features include:

- optimum use of the outdoor learning environment and the locality and its resources to promote active, first hand learning;
- skilful interactions with learners and the use of open-ended and probing questions to support and extend learning;
- learner initiated experiences and activities which are well developed by adults;
- creative opportunities to develop independence and autonomy; and
- a wide and stimulating range of teaching strategies.

89. The good features of teaching include:

- well structured lessons with lively introductions which engage learners and capture their interest;
- clearly defined learning objectives which are shared with learners;
- well explained tasks which are well matched to abilities and provide appropriate challenge and opportunities for learners to make choices and to collaborate;
- reinforcement and extension of previous knowledge;
- well deployed additional staff who provide good support and interact effectively with learners;
- good classroom organisation and lessons which proceed at a good pace; and
- good use of resources, including interactive whiteboards.

90. Where teaching is Grade 3 or 4, the shortcomings include:
- teaching strategies and work not appropriately matched to learners' ages, abilities and stages of development;
  - over-prescribed tasks and over use of worksheets, which do not present learners with a sufficient level of challenge; and
  - time not well managed with learners seated passively for too long.
91. All teachers prepare lessons thoroughly and possess sound knowledge and understanding of the statutory subjects, as well as the key skills and common requirements of the national curriculum. They generally provide learners with good opportunities to develop and apply their bilingual skills across the curriculum, although there are variations between classes.
92. Teachers promote opportunity for all and ensure that no learner is disadvantaged. Boys and girls are given equal access to all areas of school life and the needs of those with SEN are carefully considered and very well monitored and supported; individual programmes are prepared for them and implemented effectively. Learners of all ages say that they enjoy school and are always treated fairly.
93. Arrangements for assessment, recording and reporting are good. Baseline assessment is administered efficiently and the resulting data are used very well to identify individual needs. The school's tracking record provides accessible information about learners' progress from nursery to Year (Y) 6, obtained from standardised assessments administered in reading, spelling and mathematics and from teachers' own formal assessments. The record is also well used to measure performance against individual targets.
94. There are portfolios of assessed work in place for English and mathematics, as well as files of exemplar work to support consistency of teachers' judgements about standards. The school is involved with the local family of schools in developing further procedures for the standardisation and moderation of learners' work and is moving towards skills focused rather than subject based portfolios.
95. A good feature of the arrangements for assessment is the way in which learners are effectively involved in planning their own assessment and setting and reviewing their targets which are kept in their books. The targets are used consistently by both teachers and learners to check progress and to set further goals.
96. Marking generally provides positive and formative feedback, based on the school's system of 'success, tip and target'. Although written comments on work are at times brief, teachers regularly mark alongside learners, providing immediate oral advice and support.
97. The quality of annual reports to parents is good. Detailed information about personal and social development together with particular abilities learners might possess indicates how well teachers know and understand each

individual. The school works very well with parents, who have ample opportunities to discuss their children's progress.

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

**Grade 1: Good with outstanding features**

98. The findings of the inspection team do not match the judgement made by the school in its self-evaluation report, because the team identified a number of outstanding features in this key question and so awarded a higher grade.
99. The school provides a broad, balanced and relevant curriculum that extends and enriches learners' all round development. It fully meets statutory requirements and the needs of the range of learners. It ensures equality of access and reflects national priorities for lifelong learning. Recommended curriculum time for each key stage is met.
100. Long, medium and short term planning is very comprehensive and a consistent format is used across the school, involving assessment opportunities and evaluations to inform future planning and teaching. There are policies and detailed schemes of work for each subject, which are in the process of being adapted to the new skills framework and a more thematic approach. Short term planning involves a sharp focus on learning objectives and strategies for extending learners' knowledge, understanding and skills.
101. Key skills figure prominently in the planning process and are embedded across the curriculum. They are clearly identified in weekly and daily plans by means of the official national curriculum icons and they form part of the learning objectives of lessons. There is a key skills policy to guide practice.
102. Specific opportunities are given through the curriculum to develop thinking, problem solving and decision making skills. This is a strong feature of the provision, based on a whole school approach linked to a current local family of schools' initiative.
103. Sustainable development is also a strength and permeates the curriculum. There is a policy for energy saving and heating, involving a variety of measures, which has reduced consumption during the current year. Composting and recycling are carried out daily and waste from consumable materials is closely monitored. Such events as litter picking and a 'Climate Cops' day each year raise learners' awareness of their responsibilities as community and global citizens.
104. Learners benefit considerably from the very stimulating outdoor learning environment both within the school and the immediate locality, which is a designated area of outstanding beauty. Maximum use is made of the school's own garden, large playing field and forest school, as well the coastal area, the nearby forest school on National Trust land and the Stackpole Estate's woods and lily ponds. These facilities and their use are an outstanding feature and

have a positive impact on learning and personal, social and spiritual development.

105. A range of extra-curricular opportunities are provided after school and at lunch time and are well supported. The school is affiliated to the Children's University and credits can be earned for taking part in these activities. The sports opportunities offered are boosted by specific staff expertise and visiting sports coaches, who make significant contributions to the success of both individuals and the school's achievements in local competitions.
106. Opportunities are also available for learners to have instrumental music tuition through peripatetic teachers, covering a range of instruments. Music has a high profile. There is a school orchestra and a choir, which has won awards; both perform regularly in local churches.
107. School and class visits to places of interest both locally and further afield are planned regularly, linked to study areas. There are also residential trips for Y5 and Y6. In addition, people from a variety of occupations are invited into school to talk about their work, such as a newspaper editor, National Parks warden, managers from local companies and the police liaison officer. All learners are provided with equal opportunities to participate in every activity.
108. The PSE curriculum permeates many areas of school life and makes a substantial contribution to learners' behaviour and development. It is built into the planning process and timetabled specifically in each class every week, for example through the use of circle time. There is a specific policy and scheme of work, based on the new Welsh Assembly Government (WAG) guidelines and which sets out a clear plan to accommodate good feedback from the school council.
109. Learners' spiritual development is good and considerably enhanced through the use of the surrounding environment, which stimulates a sense of awe and wonder of the created world. Collective worship forms a central part of daily school life and sessions are reverent and well conducted with opportunities for reflection, contemplation and prayer. Arrangements fully meet statutory requirements and appropriate provision is made for those who are withdrawn on parental request.
110. Moral and social development is also good. Learners know the difference between right and wrong and work and play together well. They regularly raise money for local and national charities nominated by the school council, such as the shoe box appeal at Christmas.
111. Cultural development is good overall. Following the last inspection, provision for the cwricwlwm Cymreig has been enhanced considerably and all subjects have been audited to ensure they contain elements of Welsh heritage and culture, when appropriate. In addition, there is now a whole school commitment to bilingualism. Learners' awareness of different faiths, beliefs and lifestyles within their own culture and that of the wider world is very effectively promoted

through the curriculum, collective worship and other activities, such as the link with Bhutan.

112. An outstanding feature is the partnership with parents and carers, who are very supportive and kept well informed about school events and work being undertaken in the classroom. Newsletters are sent home regularly, giving information and notification of dates. Through the school's open door policy, parents are encouraged to visit and discuss needs or issues that may arise and they are confident any complaints or suggestions would be taken seriously and acted on. An appropriate home-school agreement is in place. There is a parent-teacher association (PTA), which raises substantial funds for pupils' benefit and to which all parents automatically belong.
113. Homework is set in all classes. Reading books are taken home in both key stages and reading diaries are kept. KS2 pupils are expected also to maintain a homework diary and older ones have tasks, such as multiplication tables and English work, twice a week, as well as periodically undertaking individual project work at home. Parents are happy with the arrangements and consider their children are well prepared for secondary school in this respect.
114. The school supports many local initiatives and has a wide variety of community links, which enhance the curricular provision. Several volunteers come in to school regularly to help with sport, music, art, the school garden and listening to readers. Reciprocally, learners produce items for local newspapers and are involved in beach cleaning and keeping the village tidy. A 'Community Day' is currently being planned where learners can work with local residents on environmental and health projects.
115. There are very good links with the ancient parish church; the school attends services there at major festival times and the vicar, who is on the GB, or the lay reader comes in every week to lead collective worship. In addition, the Bishop's Visitor attends regularly and runs an extra-curricular French club.
116. The school also regularly visits and takes advantage of facilities in the community, such as the National Trust centre and the local leisure centre, pool and hall. It participates in the Pembroke Festival parade, the community St David's Day concert and the carol concert for Stackpole Centre in aid of a Welsh hospice. Reciprocally, the community council uses the school for meetings.
117. The school is part of the Pembroke family of schools; various projects are planned together and there are regular liaison meetings. There is also a good relationship with the local secondary school through transition programmes and visits between staff and pupils. Similarly, there are good links with the local further education college and regional university, whose students are placed in the school for training and work experience purposes and who report that the school provides a high standard of support.
118. The school provides good quality work-related education for learners. Teachers successfully address the vocational aspect of the PSE programme and use the

locality well for this purpose. Visits to commercial and retail sites, such as a local refinery and supermarket, enhance learners' understanding of the world of work and give them good insight into the range of jobs and professions open to them.

119. Productive partnerships have been developed with local employers and relevant agencies, such as Careers Wales, and the school receives considerable sponsorship from the business community. Several teachers have undertaken business related courses, which contribute to their professional development and enhance the curriculum.
120. The school makes good provision for the development of entrepreneurial skills. Learners are involved in a range of enterprise activities, including the running of the school's fruit tuck shop, designing and making goods for sale at school fetes, selling produce from the school garden, organising fund raising for local and national charities and producing the school newspaper. There are also plans for them to participate in an Enterprise Fair.

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

##### **Grade 1: Good with outstanding features**

121. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
122. The school is a caring and supportive community where learners feel safe, respected and valued. Adults and learners work together happily, respecting one another's feelings and ideas.
123. An outstanding feature is the very high quality of personal support and guidance provided. When spoken to, learners express a high level of trust and confidence in staff, whom they say they are able to approach easily. The school makes excellent use of specialist services and goes to considerable lengths to secure appropriate and relevant support for its learners.
124. Members of staff take all reasonable care to protect learners from harm and there are sound structures in place to ensure their health and safety. Individuality is celebrated and learners are encouraged to believe in themselves and their abilities.
125. The headteacher is the child protection officer and there is a designated governor for this aspect of the provision. All staff have received training and possess enhanced Criminal Records Bureau (CRB) certificates.
126. Induction arrangements are good and the links with the school based play group and the graduated visits their children make to the early years class ensure a stable start at school; this is evident in the confidence and independence they display in the nursery. The majority settle well at school; those who find it more difficult benefit from the caring attitude of adults, who address each child's individual needs sensitively. Teachers and support staff

also ensure that those who transfer to the school during the year are welcomed and helped to make friends.

127. The school provides a breakfast club in the morning as well as an after school club; both are well supported, appropriately funded and effectively managed. They promote healthy eating and provide extended learning opportunities and a welcome facility for working parents.
128. Learners feel well informed and have many opportunities to put forward their ideas and opinions and do so confidently, particularly through the school council, which is well established and highly effective; councillors have an excellent understanding of their role, consider their views are taken seriously and make an outstanding contribution to decision making. They are very good ambassadors for their school.
129. The quality of arrangements in place to ensure the well-being of all learners is also outstanding. They are very aware of the need to keep fit and have an excellent awareness of the importance of healthy eating and decide, after discussion, to take only healthy snacks and drinks when going on visits out of school. Their understanding of the nature of healthy foods and how they are grown is very good as a result of the vegetables they plant and tend in the school garden and which they often eat.
130. The monitoring of behaviour, attendance and punctuality is thorough and robust and early intervention ensures individual concerns are dealt with swiftly and efficiently.
131. The behaviour policy reflects the school's ethos and works very well; staff implement it fairly and consistently. There are good procedures in place for any learners with behaviour problems and these are sensitively and consistently applied across the school.
132. The measures taken to eliminate oppressive behaviour, racial discrimination and bullying are highly effective and such incidents are very rare. All staff work hard to create a climate of mutual support and trust, where good behaviour is expected and where any issue is dealt with swiftly and fairly. Learners respond very well to these secure boundaries and the school functions well as an inclusive community.
133. The headteacher and administrative officer monitor attendance and punctuality carefully and good follow-up procedures are in place, including regular liaison with the pupil support officer (PSO). Registration is carried out efficiently and effectively. The school complies with all requirements set out in the National Assembly for Wales (NAW) Circular 47/06.
134. Effective early identification, assessment and diagnosis are outstanding features of the provision for learners with SEN. Those who require it are given very good support from the nursery class upwards and the school's procedures pay due regard to the Code of Practice. The GB exercises a good oversight of the provision through its designated governor.

135. IEPs for learners with SEN are of a very good standard. They contain challenging yet achievable targets, which are broken down into realistic steps. They clearly identify teaching strategies and success criteria and are co-constructed by the SEN co-ordinator (SENCO) and the previous and current class teachers with input from parents, who are kept well informed. They are reviewed twice a year and more frequently if necessary.
136. A very good feature of the provision is the movement of learners off the SEN register as a result of their success. They complete a review sheet after discussing their progress against the targets in their IEPs with their teacher, indicating how they feel they have progressed and where they would like to improve; this is an outstanding feature.
137. Learners with SEN are sometimes withdrawn from class for specialist support, although the majority of their needs are met within the classroom wherever possible. Good in-class support is provided by learning assistants.
138. The quality of provision for equal opportunities is outstanding and the school's commitment to the social inclusion of all learners permeates its life and work.
139. The school is highly successful in recognising the diversity of learners' backgrounds and takes this into account when planning and delivering its support and guidance. All staff know learners very well and are sensitive to their individual needs. Gender equality and good race relations are extremely well promoted and stereotypical views are challenged rigorously. All learners, regardless of their background, race, gender or ability, are treated equally and with dignity and respect.
140. The school makes very good arrangements to secure the equal treatment of disabled learners and those with medical needs. Staff manage a range of complex procedures with great sensitivity, skill and discretion and their commitment is greatly valued by parents. Practice is underpinned by sound policies and documents, including an accessibility plan and disability equality scheme.

## **Leadership and management**

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

#### **Grade 2: Good features and no important shortcomings**

141. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
142. The school has a strong Christian ethos, based on its mission statement and aims, which underpin its life and work and which are formulated and embraced by all stakeholders. This creates a positive learning atmosphere where all staff and pupils are valued.

143. The leadership of the headteacher is outstanding. Although she has not been in post for long, she has begun to take the school forward in many ways and leads by example. She is very professional and efficient and establishes good relationships with staff, parents and governors. She shares information readily with staff and values their expertise and contributions, based on a team approach. She leads training on the new curriculum across the local education authority (LEA), especially in relation to mathematics.
144. There is now no deputy; a senior teacher is in charge when the headteacher is away. A teaching and learning responsibility structure is planned for next academic year.
145. There are weekly staff meetings and the agenda is planned termly in advance to look at key areas for improvement, particularly in relation to the SDP. All staff are encouraged to attend meetings and to contribute to discussion; they have opportunities to speak about issues that concern them and to express ideas whenever appropriate.
146. All full-time staff are subject co-ordinators; responsibilities are well balanced and co-ordinator reports are shared in staff meetings.
147. Robust procedures are in place for performance management. All teaching staff are appraised annually in line with statutory requirements and support staff have an annual review meeting, which is less formal but allows opportunities for an evaluation of progress and setting of targets for the forthcoming year. Goals are agreed and staff development needs are discussed. Individual self-evaluation procedures also help staff to reflect on the progress that is made.
148. Governors have clear roles and responsibilities. A majority attend staff training and make an input where they have areas of expertise. Most visit the school regularly.
149. There are appropriate GB sub-committees with terms of reference and governors have designated subject interests; they visit classes and discuss developments with co-ordinators. They are kept well informed about the life of the school; the headteacher regularly e-mails them with updates and newsletters and produces a comprehensive report for each termly meeting.
150. Governors play a role in the school's strategic direction and monitor the provision regularly, but the SDP lacks focus; although targets are sufficiently challenging and realistic, they are very numerous and not prioritised, so that the significant long term needs of the school are not clearly defined.
151. Good attention is paid to national and local priorities and all statutory policies and requirements are in place, except for a few omissions in the GB's annual report to parents. There is an appropriate complaints procedure.

**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 has a well established culture of self-evaluation and school improvement and accurate judgements are made about its performance and strengths and areas for development. This is supported by the fact that the inspection team agreed with the school in its self-evaluation report in six out of the seven key questions. Where there was a difference in Key Question 3, the team awarded one grade higher.
154. Staff and governors make valuable contributions to the self-evaluation process, as do parents and learners. The school takes account of the opinions of all stakeholders, for example by encouraging them to help grade the school for inspection and being part of the process for evaluating the SDP.
155. Parents are periodically canvassed for their views and analyses are made of their responses. An outstanding example of this is the work carried out in the foundation phase involving teachers, support staff, parents and volunteers working together. Learners' opinions are also sought, particularly through the school council and surveys.
156. Subject co-ordinators are effective and take a lead in the subjects and aspects they are responsible for. They use a variety of methods and strategies to gather first hand information. For example, they monitor schemes of work, take in examples of work across the ability range, observe practice in classrooms on a rolling programme basis and provide feedback through use of a standard observation form. They also support colleagues in various situations and listen to learners.
157. Relevant subject co-ordinators, together with the headteacher, undertake an analysis of test data and national teacher assessment results. Issues for action are highlighted and suggestions are made for the SDP. Particular attention is paid to statistical data from the LEA and other sources.
158. Teachers also keep comprehensive co-ordinator files and undertake regular audits of their subjects, resulting in an appropriate allocation of resources to areas of need. Comprehensive reports are produced, which highlight strengths and areas for development and which feed into the SDP. The school is currently considering how the role of the co-ordinator and monitoring procedures might best be developed in light of the new curriculum arrangements.
159. The headteacher regularly listens to learners and visits classes to observe practice. She also carries out formal observations annually as part of her performance management responsibilities.

160. The SDP has recently been restructured to fit the seven key questions of the Estyn Common Inspection Framework, but the targets, although costed, timed and monitored, are somewhat different to those listed in the self-evaluation report and the summary plan, which is placed on the staff notice board, so that it can be regularly referred to and updated. Governors are kept informed on progress towards the SDP targets and they are involved in evaluating the previous year's plan.
161. The school's self-evaluation report, like the SDP, is a comprehensive document that directly addresses the Estyn Common Inspection Framework. The format is clear and consistent. It was generated initially by the headteacher and staff and then finally agreed by the GB.
162. According to the school the key issues from the last inspection have all been fully addressed. As standards in subjects were not assessed during the current inspection, it is not possible to confirm whether these have improved in Welsh second language and design technology in both key stages or in English, art and history in KS1, although there is evidence within key skills that literacy and bilingualism are now at least good overall. The provision for the cwricwlwm Cymreig has clearly been strengthened and this aspect is now good. The furniture and resources for the early years class have been completely upgraded and the provision for the new foundation phase is now well developed. The temporary classroom has been removed and replaced with a new building.

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

##### **Grade 2: Good features and no important shortcomings**

163. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
164. An outstanding feature is the deployment of the school's complement of experienced and suitably qualified teachers and support staff, who possess appropriate expertise to teach all aspects of the curriculum. The adult to learner ratios are also very good and grant money is well used to employ additional support staff. The number of adults and the effective use of their expertise contribute significantly to the very good progress made by learners.
165. All members of staff have clear job descriptions and undertake appropriate and relevant in-service education and training (INSET), which is linked with their personal and professional development needs and the school's priorities. Each member of staff has received training for the foundation phase. There are induction and mentoring procedures for new staff and the headteacher is trained to mentor any newly qualified teacher.
166. The school has adopted appropriate procedures through the use of a higher learning teaching assistant (HLTA) for managing teachers' planning, preparation and assessment (PPA) time. All statutory requirements of the workload agreement are fulfilled.

167. All other adults who work in the school are valued members of staff and contribute positively to the strong community ethos. Day to day administrative routines operate very smoothly and very efficient support is provided by the administrative officer and the administrative assistant.
168. The accommodation has improved significantly since the last inspection and is spacious for the number on roll. It is clean and well maintained through the vigilance of the school caretaker and cleaner who take great pride in the school. The recent developments in adapting the old school house have provided extra space, which is well utilised to support learning.
169. The headteacher and staff provide a vibrant and stimulating learning environment. The quality of display is often very good and is used successfully as a tool for learning and to celebrate learners' achievements.
170. The school is justly proud of the development of its school grounds and area that is used as a forest school. This outdoor environment provides learners with a range of exciting and stimulating learning experiences and contributes significantly to their understanding of environmental and conservation issues.
171. Most of the school, other than the main entrance which is up several steps, is accessible to wheelchair users and there are adequate toilet facilities for the disabled.
172. Learning resources are attractive, well cared for and readily accessible to all learners; they are of high quality and meet the demands of the curriculum. All classrooms have computers and an interactive whiteboard; these facilities are used effectively to enhance learning.
173. There is a wide range of fiction books in classes, but there are insufficient resources in the library; some books here are old and there is a lack of reference materials for research purposes. There is also no comprehensive system of classification in place which makes it difficult for learners to access information independently.
174. There is a GB finance sub-committee which monitors the budget carefully. At present the school has a surplus of funds; this is earmarked for future needs.
175. Money is spent wisely and an appropriate amount is kept for capitation, although currently this is below the national average. Initiatives are carefully costed and developments are prioritised in line with the SDP. Expenditure is reviewed regularly in order to ensure that money is well spent. Recommendations in the most recent auditor's report have all been implemented. Overall, the school provides good value for money.

## School's response to the inspection

176. We are pleased that the inspection team notes the consistently high standards our pupils achieve and that the quality of arrangements to ensure the well-being of all learners is an outstanding feature. We also feel that the strong element of teamwork and excellent relationships between the governing body, staff, pupils and parents contributed greatly to the positive outcome of the inspection process.
177. We always aims to evaluate our performance; the results and recommendations of the inspection report will be incorporated into our school development plan in order to improve elements which have some shortcomings and to extend practice which is judged to be good and outstanding.
178. A copy of the school's action plan in response to the inspection's recommendations will be sent to all parents. The governors' annual report to parents will then keep parents informed of the progress we are making in addressing the report's findings.

## Appendix 1

### Basic information about the school

Name of school	Stackpole Voluntary Controlled Primary School
School type	Primary inc Foundation Phase
Age-range of pupils	3 to 11
Address of school	Stackpole, Pembroke Pembrokeshire
Postcode	SA71 5DB
Telephone number	01646 672234

Headteacher	Mrs. Jane Rees
Date of appointment	24 <sup>th</sup> April 2008
Chair of governors/ Appropriate authority	Mrs. Charlotte Pattenden
Registered inspector	Dr. P. David Ellis
Dates of inspection	28 <sup>th</sup> April – 29 <sup>th</sup> April 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	6.5	13	8	11	10	8	9	16	81.5

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	4	1	4.5

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	18:1
Pupil: adult (fte) ratio in nursery classes	N/A
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	20.4
Teacher (fte): class ratio	1.1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Summer 2008	91.5%	86.5%	94.8%
Autumn 2008	95.0%	90.4%	92.6%
Spring 2009	95.0%	90.8%	91.9%

Percentage of pupils entitled to free school meals	5%
Number of pupils excluded during 12 months prior to inspection	Nil

## Appendix 3

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

National Curriculum Assessment KS1 Results 2008			Number of pupils in Y2:		10		
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher assessment	School	0	0	0	100	0
		National	0.2	3.5	13.8	63.0	19.4
En: reading	Teacher assessment	School	0	0	20	50	30
		National	0.2	4.1	14.9	55.2	25.5
En: writing	Teacher assessment	School	0	0	20	80	0
		National	0.2	4.8	15.9	67.8	11.3
En: speaking and listening	Teacher assessment	School	0	0	10	70	20
		National	0.2	2.4	10.7	62.8	23.8
Mathematics	Teacher assessment	School	0	0	0	70	30
		National	0.2	2.0	10.9	65.2	21.5
Science	Teacher assessment	School	0	0	0	90	10
		National	0.2	1.6	8.5	66.3	23.4

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	100%	In Wales	80.7%

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

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

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

National Curriculum Assessment KS2 Results 2008			Number of pupils in Y6		16				
Percentage of pupils at each level									
			D	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	0	0	63	38
		National	0.2	0.5	0.6	3.1	15.6	51.3	28.5
Mathematics	Teacher assessment	School	0	0	0	0	6	56	38
		National	0.2	0.5	0.6	2.7	14.7	51.4	29.9
Science	Teacher assessment	School	0	0	0	0	0	63	38
		National	0.2	0.5	0.5	1.8	11.4	53.9	31.7

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)	
by teacher assessment	
In the school	94%
In Wales	75.5%

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

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

## Appendix 4

### **Evidence base of the inspection**

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

The inspection team visited:

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

The inspection team held meetings with:

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

The inspection team also considered:

- the school's self-evaluation report;
- twenty-three responses to the parents'/carers' questionnaire; 97% of answers were positive;
- a comprehensive range of documentation provided by the school before and during the inspection; and
- a variety of learners' current and past work.

## Appendix 5

### Composition and responsibilities of the inspection team

Team member	Responsibilities
Dr. P. David Ellis Registered inspector	Context Summary Key Question 1 Key Question 3 Key Question 5 Key Question 6 Appendices
Mrs. Branwen Llewelyn Jones Team inspector	Key Question 2 Key Question 4 Key Question 7
Mrs. Janet Warr Lay inspector	Contributions to Key Questions 1, 3, 4 and 7
Mr. Kevin McAnulty Peer assessor	Visiting lessons and attending meetings
Mrs. Jane Rees Headteacher and nominee	Contributing information and attending meetings School's response

### Acknowledgement

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

### Contractor:

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