

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

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

**Templeton C.P. School  
School Road,  
Narberth,  
Pembrokeshire.  
SA67 8RS**

**School Number: 6682261**

**Date of Inspection: 24/02/09**

**by**

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

The inspection of Templeton C.P. School took place between 24/02/09 and 26/02/09. An independent team of inspectors, led by Robert Stuart Wormleighton 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 **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

<b>Contents</b>	<b>Page</b>
<b>Context</b>	1
<b>Summary</b>	2
<b>Recommendations</b>	8
<b>Standards</b>	9
Key Question 1: How well do learners achieve?	9
<b>The quality of education and training</b>	12
Key Question 2: How effective are teaching, training and assessment?	12
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
<b>Leadership and management</b>	20
Key Question 5: How effective are leadership and strategic management?	20
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?	23
<b>Standards achieved in subjects and areas of learning</b>	25
Foundation phase	25
English	28
Information communications technology	30
Art and design	31
Music	32
Religious education	33
<b>School's response to the inspection</b>	35
<b>Appendices</b>	36
1 Basic information about the school	36
2 School data and indicators	36
3 National Curriculum assessments results	37
4 Evidence base of the inspection	39
5 Composition and responsibilities of the inspection team	40

## Context

### The nature of the provider

1. Templeton School is a community primary school serving the village of Templeton three miles south of Narberth in Pembrokeshire. It is a rural area with a variety of social backgrounds which are described by the school as being neither socially advantaged nor disadvantaged. Approximately forty-eight per cent of pupils reside outside the school's catchment area.
2. The school caters for learners aged four to eleven who are accommodated in four classes. The whole school has been remodelled in recent years. Numbers have declined since the previous inspection in November 2002 in line with demographic trends. Currently there are 98 learners on roll, including five nursery children. Surplus accommodation within the school is utilised by the Templetots Playgroup which provides a setting for children under four.
3. Nursery children enter school on attaining their fourth birthday and are taught in the reception class, together with seven Year (Y) 1 pupils. On entry their attainment covers a wide range of abilities. Fifty-one pupils (52 per cent) have been identified as having special educational needs (SEN), including three with a statement of SEN. The number of those with SEN is well above the local education authority (LEA) average of twenty-seven per cent; a significant number of these did not start the school as four year olds.
4. Ten per cent of pupils claim their entitlement to free school meals, which is below the LEA and all Wales average of fourteen and twenty-one per cent respectively. All pupils come from homes where the predominant language is English. None has Welsh as their first language and currently there are no pupils learning English as an additional language.
5. The headteacher and deputy have been in post since 1990. The school has achieved the Basic Skills Quality Mark 3 and the Healthy Schools' Award and is working towards becoming a Pembrokeshire Sustainable School. It has recently received a national award for animation.
6. Nursery and reception children follow different curriculum models within a mixed age class. Reception children have been evaluated against the desirable outcomes for children's learning curriculum. As the number of children in the nursery is five or less grades for standards achieved will not be reported.

### The school's priorities and targets

7. The school development (SDP) plan contains the following priorities:
  - improve staff skills and expertise;
  - improve monitoring and expanding the co-ordinator's role;

- implement new initiatives, such as global citizenship and sustainability to support the curriculum, foundation phase, forest schools;
- empower children in how decisions are made about their school;
- develop the outdoor environment for learning; and
- share good practice throughout the school

## Summary

8. Templeton Primary is a good school with some outstanding features that has made good progress since its previous inspection. It has successfully addressed nearly all the key issues noted in the last inspection report and improvements are evident in all areas.

### Table of grades awarded

Key Question	Inspection grade
26. How well do learners achieve?	Grade 2
27. How effective are teaching, training and assessment?	Grade 3
28. How well do the learning experiences meet the needs and interests of learners and the wider community?	Grade 2
29. How well are learners cared for, guided and supported?	Grade 2
30. How effective are leadership and strategic management?	Grade 2
31. How well do leaders and managers evaluate and improve quality and standards?	Grade 2
32. How efficient are leaders and managers in using resources?	Grade 2

9. The judgements of the inspection team agree with the school's self-evaluation in five of the seven key questions. Where they disagreed in key questions 2 and 4 the team awarded one grade lower.

### Standards

10. Numbers of pupils within each year group are relatively small so comparative analysis of statutory assessment data for an individual year is difficult and this is often compounded by the number of pupils with SEN. However, an analysis of results for the previous four years indicates that pupils make good progress in the core subjects from the end of key stage one to the end of key stage two.
11. Statutory assessment results at the end of key stage 1 in 2008 were below the national and local averages in the core subjects of English, mathematics and science. When compared with similar schools (those with approximately the

same percentage entitled to receive free school meals), the 2008 key stage 1 results were in the lower 50 per cent for mathematics and science and in the lowest 25 per cent for English. At the end of key stage 2 in 2008 statutory assessment results were above the national average in English and mathematics and just below the average for science. When compared to similar schools, the school was placed in the lowest 25 per cent in science, in the lower 50 per cent in English and in the upper 50 per cent for mathematics.

### Areas of learning for under-fives

12. As the number of children in the nursery is five or less grades for standards achieved will not be reported.

<b>Reception</b>	
Personal and social development, well-being and cultural diversity	2
Language, literacy and communication skills	2
Mathematical development	2
Welsh language development	2
Knowledge and understanding of the world	2
Physical development	2
Creative development	3

13. Children's attainment on entry to the nursery is variable. The overall quality of the educational provision for nursery children is appropriate to their needs and the children make good progress towards the foundation phase outcomes.
14. The overall quality of the educational provision for reception age children is appropriate to their needs and they make good progress towards the desirable outcomes for learning.

### Grades for standards in subjects inspected

<b>Inspection Area</b>	<b>Reception</b>	<b>KeyStage1</b>	<b>KeyStage2</b>
Under-fives	2		
English		2	2
Information communications technology		2	2
Art and design		2	1
Music		2	2
Religious education		2	2

15. During the inspection standards of achievement in the lessons observed of subjects being inspected were as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
9%	82%	9%	0%	0%

16. These statistics are above the national figures reported in Her Majesty's Chief Inspector's (HMCI's) Annual Report for 2007-08, where standards in primary schools in Wales are grade 2 or better in 84% of lessons.
17. Most pupils, whatever their backgrounds, including the large number of pupils with SEN meet the statutory targets set for them and make good progress.
18. Children under five make good progress in the development of their key skills; their listening is an outstanding feature. Their other communication skills and their information communications technology (ICT) and bilingual skills are of a good standard. However, their use of mathematics is underdeveloped.
19. In key stages 1 and 2 pupils achieve good standards in the development of their key skills. Their listening is an outstanding feature. Their other communication skills and their numeracy and ICT skills are good. However, there are shortcomings in the progress they make in developing their bilingual skills.
20. Pupils' understanding of new knowledge and their progress in acquiring new skills is good. Most have a good awareness of what they have been taught. However, their understanding of what they need to do to improve is underdeveloped.
21. The behaviour and attitudes towards learning of nearly all pupils are good; they are outstanding among many who are older. All pupils are polite and show respect for others.
22. Attendance is good and above that of similar schools. Pupils are punctual and keen to attend school.
23. Although pupils' personal and social education (PSE) and problem solving skills develop well, their ability to work independently is underdeveloped.
24. Standards of pupils' personal, moral and social education are good overall. Their attitudes to all members of the school community are good and they show empathy with those less fortunate than themselves.
25. The cultural awareness of most pupils develops well and their respect for diversity is becoming well established.
26. Most pupils have a good awareness of their local community; however their understanding of the world of work has some shortcomings.

## **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>
9%	69%	22%	0%	0%

27. These statistics are below the national figures reported in HMCI's Annual Report for 2007-08, where the quality of teaching in primary schools in Wales is Grade 2 or better in 83% of lessons.
28. Teachers establish good relationships with pupils and a learning environment which contributes well to effective learning.
29. When teaching is outstanding, a wide range of teaching techniques are used and work is challenging and well matched to all abilities. When teaching is good, lessons are well structured and objectives are discussed and build on previous learning. Where there are shortcomings, there is a lack of pace in the teaching and learning, there is insufficient balance between directed and independent learning and tasks are not closely matched to all abilities
30. Generally teachers have good subject knowledge and lessons have clear aims and objectives. Although teachers generally plan to meet the individual needs of all abilities very well, in some cases this is inconsistent and on occasions planning across the school is not always shared between teachers and support staff.
31. Teachers provide good models of spoken Welsh which is well used in the early years but overall its promotion is underdeveloped.
32. Assessment recording and reporting procedures are good. A strength of the school is the well developed and efficient system to monitor and track the progress of all pupils. Teachers analyse data and use it to set individual targets for improvement. Generally the record keeping system is useful and manageable. However, at times it is over complicated and is not always used purposefully to inform classroom planning.
33. Teachers mark pupils' work regularly; however, the process of pupils being involved in the marking and assessment of their own work is underdeveloped. Annual and interim reports give parents a very full evaluation of their child's progress, achievements and the way forward, although it is not always clear to parents what their children know and can do.
34. The school caters effectively for a wide range of pupils' needs and provides equal access to a broad and balanced curriculum which meets statutory requirements. The curriculum is generally well planned although some areas still need updating to ensure progression and continuity in line with the new curriculum orders. The curriculum in some classes is often enriched by some very well developed work in the local environment.
35. The curriculum is notably enriched by the contribution of a very wide range of visitors. The quality of provision for out of school learning is outstanding and experiences such as residential visits make a good contribution to pupils' personal and social skills.
36. Learning experiences successfully promote pupils' spiritual, moral, social and cultural development. The school has made good progress in developing its provision for PSE and collective worship meets statutory requirements. Y Cwricwlwm Cymreig features prominently in the life and work of the school.

37. The school's promotion of sustainable development and global citizenship is well developed. The school environment and the 'School in the Woods' provide many valuable and at times outstanding educational opportunities. Staff make every effort to promote healthy eating and a healthy lifestyle.
38. Partnerships with parents and the community are good. The headteacher and staff work closely with parents and place a high priority on the pastoral care of pupils and good arrangements are in place to support pupils' progress, social development and personal well-being. Learning support assistants make an excellent contribution to pupils' personal welfare, handling complex procedures with great skill, sensitivity and discretion.
39. The support for pupils who have a wide range of complex medical conditions, the induction procedures for children entering the nursery and reception class and the way the school promotes gender equality and challenges stereotypical views and expectations are outstanding features.
40. Pupils have good self-esteem and are valued by staff. The school has established a school council, although the lack of regular meetings means that their role in decision making within the school is underdeveloped.
41. The monitoring of behaviour, attendance, punctuality and performance is well established and effective intervention ensures individual concerns are dealt with swiftly and efficiently. There is a good working partnership with the education welfare service.
42. Overall, the provision for the significant number of pupils with ALN is good. The school is very inclusive and works hard to provide for a very wide range of abilities. The assessment and identification of pupils with ALN is a strength of the provision. The school's provision for equal opportunities is good throughout the school.

### **Leadership and management**

43. The headteacher and deputy headteacher promote high standards and have a clear vision for developing the caring ethos and supportive learning environment which is shared with all staff and the governing body (GB). However, not all management roles are fully developed and so they are less effective in some areas and procedures are often too informal to monitor and evaluate subjects objectively.
44. The school takes good account of many national priorities in its curriculum. However, it has yet to finalise plans for the full implementation and evaluation of the recently introduced changes to the national curriculum.
45. The GB meet all statutory requirements. They are highly supportive and make a good contribution to the success of the school. They are fully committed to the aims, objectives and vision of the school and take an active role in its strategic direction. They assist in setting appropriate priorities in the School Development SDP and ensure that there are sufficient good quality resources available to deliver them.

46. The school has established good self-evaluation arrangements and its report is a comprehensive document that gives a good picture of the broad intentions of the school and its work. Although the views of the teaching staff and governors are included, the views of other stakeholders are not formally canvassed.
47. Some curriculum co-ordinators and those with other responsibilities evaluate and report on their management areas. These include the scrutiny of pupils' work and the planning processes, but they are not complemented by the first-hand evidence gathered from the monitoring of teaching and learning in lessons nor by arrangements for teachers to visit each other's classrooms to observe or share good practice.
48. The school is appropriately staffed with effectively deployed, qualified and experienced teachers, who have the necessary knowledge to teach all aspects of the national curriculum and foundation phase. Support staff provide very good and at times outstanding support; in some classes they are fully included in planning, but liaison with them for individual lessons in others is at times limited.
49. Overall, the school has a good stock of learning resources which are used effectively to enhance pupils' learning experiences. The considerable investment in ICT, for example computers, whiteboards and a range of other technology, has had a positive impact on their achievement.
50. The accommodation provides a suitable setting for good teaching and learning. Displays are of good quality and the school make good use of the available space for teaching and learning. However, this is limited in the hall which makes it difficult to deliver the full indoor physical education curriculum.
51. The site is spacious and the grounds have been purposefully developed as a very effective learning environment. The schoolyard has a good playing surface and it has been very well developed for a range of playground games and for activities for the foundation stage.
52. The school matches its spending decisions to its educational priorities efficiently and effectively. Governors have a good oversight of the budget and supervise expenditure well. Overall, governors, the headteacher and staff manage the budget well with the support of LEA officers and the school gives good value for money.

## Recommendations

In order to improve further the school should:

- R1 improve learners understanding of and their involvement in, the assessment process and further develop their capacity to work with increasing levels of independence;
- R2 improve monitoring procedures to include first hand evidence of teaching and learning and provide the opportunity to identify and spread the areas of good practice evident throughout the school;
- R3 raise standards of pupils' bilingual skills in key stages 1 and 2;
- R4 improve the self-evaluation process by formally seeking out and taking account of the views of all interested parties including those of all staff, governors, parents and pupils; and
- R5 develop a systematic plan for the implementation and evaluation of the foundation phase and the revised curriculum for key stage 2.

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.

53. The findings of the inspection team match the judgement made by the school for this key question in its self-evaluation report.
54. Numbers of pupils within each year group are relatively small so comparative analysis of statutory assessment data for individual years is difficult; also the school caters for numbers of pupils with SEN that are well above the national and local averages, so comparison of each year's performance with schools of similar intake, based only on free school meals figures has to be treated with caution.
55. Statutory assessment results at the end of key stage 1 in 2008 were below the national and local averages in the core subjects of English, mathematics and science. The core subject indicator (CSI) (the percentage of pupils reaching level 2 in each core subject) of 70 per cent, for 2008, was below the local average of 82 per cent and the national average of 80.7 per cent.
56. When compared with similar schools (those with approximately the same percentage entitled to receive free school meals), the 2008 key stage 1 results were in the lower 50 per cent for mathematics and science and in the lowest 25 per cent for English.
57. At the end of key stage 2 in 2008, statutory assessment results were above the national average in English and mathematics and just below the average for science. The CSI (the percentage of pupils reaching level 4 in each core subject) of 75 per cent was almost the same as the national average of 75.5 per cent. When the key stage 2 results are compared with similar schools, the school was placed in the lowest 25 per cent in science, in the lower 50 per cent in English and in the top 50 per cent for mathematics.
58. An analysis of results for the previous four years indicates that pupils make good progress in the core subjects from the end of key stage one to the end of key stage two. Over time there is no discernible pattern in the variation of the performance of boys or girls at either key stage.

#### Grades for standards in subjects inspected

59. During the inspection standards of achievement observed in the lessons of subjects being inspected were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
9%	82%	9%	0%	0%

60. These statistics are above the national figures reported in HMCI's Annual Report for 2007-08, where standards in primary schools in Wales are grade 2 or better in 84% of lessons, although they are below the figure of 12% where standards are Grade 1.

## Areas of learning for under-fives

<b>Reception</b>	
Personal and social development, well-being and cultural diversity	2
Language, literacy and communication skills	2
Mathematical development	2
Welsh language development	2
Knowledge and understanding of the world	2
Physical development	2
Creative development	3

61. Children's attainment on entry to the nursery is variable, but baseline data at age four indicates that the majority of pupils show good levels of achievement in their first year in school.
62. The overall quality of the educational provision for nursery children is appropriate to their needs and the children make good progress towards the foundation phase outcomes.
63. The overall quality of the educational provision for reception age children is appropriate to their needs and they make good progress towards the desirable outcomes for learning.
64. Standards in the subjects and areas inspected are as follows:

<b>Inspection Area</b>	<b>Reception</b>	<b>KeyStage1</b>	<b>Key Stage2</b>
Under-fives	2		
English		2	2
Information communications technology		2	2
Art and design		2	1
Music		2	2
Religious education		2	2

65. Most pupils, whatever their background, including the large number with SEN, cope well with the work that is set for them and make good progress. Tracking systems within the school confirm that there is a good match between the targets and results achieved. Nearly all meet their statutory targets and many achieve in excess of these targets.
66. Overall, children under five make good progress in the development of their key skills; their listening is an outstanding feature. They speak confidently to other pupils and adults and their early writing skills develop well. Their ICT and bilingual skills are of a good standard. However, their use of mathematics across the curriculum is underdeveloped.

67. Pupils in key stages 1 and 2 generally achieve good standards in the development of their key skills. Their listening is an outstanding feature and their other communication skills of speaking, reading and writing and their numeracy and ICT skills are good in both key stages and are used productively across the curriculum. However, there are shortcomings in the progress they make in their bilingual skills in both key stages.
68. Scrutiny of pupils' work, past and present, and discussions with them shows that their understanding of new knowledge and their progress in acquiring new skills are good. Most have a good awareness of what they have been taught and many apply their understanding of skills to new and unfamiliar tasks. However, their understanding of their own achievement and what they need to do to improve is underdeveloped.
69. Pupils' behaviour and their attitudes towards learning are good and the school is a welcoming, friendly community. Pupils are polite, courteous and relate well to adults and to each other. They show respect for others and help and support each other in their work and play. School rules are simple, relevant and clearly understood by pupils.
70. Most pupils have positive attitudes towards learning. They listen carefully to their teachers, settle quickly to the tasks set them and persevere to the best of their abilities. In a minority of lessons however, particularly when tasks are not well suited to their needs and abilities, they find it difficult to concentrate and maintain motivation and sometimes become distracted from their work.
71. There are outstanding qualities to the behaviour and attitudes of many pupils in Y5 and Y6. They act responsibly and display a high degree of self-discipline and maturity. In discussion, they recognise how their own attitudes and commitment contribute to their learning and the standards they achieve.
72. Attendance for the past three terms averages 94%, which is above national rates for pupils of primary school age and in line with those for schools that have a similar free school meal entitlement. Pupils are punctual and keen to attend school.
73. Although pupils' PSE and their problem solving skills develop well, the ability of the majority of younger pupils in both key stages to work independently is underdeveloped.
74. Standards of pupils' personal, moral and social education are good overall. Their attitudes to all members of the school community are good and they show empathy with those less fortunate than themselves. They listen to each other well and are able to discuss concerns and sensitive issues.
75. The cultural awareness of most pupils develops well. Their knowledge of Welsh culture is good and their respect for diversity is becoming well established.
76. Most pupils have a good awareness of their local community and their entrepreneurial skills are promoted in some areas of the curriculum; however, their understanding of the world of work and industry has some shortcomings.

## The quality of education and training

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

#### Grade 3: Good features outweigh shortcomings

77. The findings of the inspection team are one grade lower than the judgement of Grade 2 made by the school in its self-evaluation report. Although there are some good features, there are also some important shortcomings.

78. The quality of teaching in the lessons seen is as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
9%	69%	22%	0%	0%

79. These statistics are below the national figures reported in HMCI's Annual Report for 2007-08, where the quality of teaching in primary schools in Wales is Grade 2 or better in 83% of lessons. The figures however represent a 20 per cent improvement since the last inspection.

80. Teachers establish good relationships with pupils based on mutual respect and create a learning environment which contributes well to effective learning. All members of staff are committed to the provision of equal opportunities.

81. Outstanding features in the quality of teaching include:

- use of a wide range of teaching techniques, including ICT, to ensure high levels of pupil interest;
- planning for and providing appropriate challenge for all abilities; and
- the inclusion of all abilities with very good focused interventions and outstanding differentiation for pupils with SEN.

82. Good features in teaching include:

- Well structured lessons;
- building very well on previous learning, including homework; and
- clear lesson objectives, which are shared and discussed with pupils at the beginning and end of lessons.

83. The most common shortcomings in the teaching include:

- a lack of pace in the teaching and learning;
- tasks which are insufficiently well matched to pupils' learning needs;
- over direction of teaching and a lack of opportunity for pupils to work independently; and
- insufficient purposeful interventions when pupils are undertaking activities.

84. Generally, teachers have a good knowledge of the subjects they teach and of recent developments in their field. However although staff have had training in the foundation phase its principles are at times insufficiently developed in a practical way in the classroom. The common requirements of the national curriculum and Y Cwricwlwm Cymreig are effectively addressed in many areas of school life and work.
85. Overall lesson planning has good features which outweigh shortcomings. Lessons have clear aims and objectives that are shared and discussed with pupils at the beginning and end of lessons. Teachers who share the teaching of the same classes plan carefully and purposefully together.
86. In some classes teachers plan to meet learners' individual needs very well. However, the planning of differentiated tasks to meet the needs of the wide ability range is inconsistent across the school. Opportunities are lost to include individual education plan (IEP) targets for the least able in planning and in some lessons there is often insufficient challenge for the most able and talented pupils.
87. In some areas planning is carried out well; however, daily planning in the early years is not yet fully developed to meet the needs of all children and to engage in the full range of learning experiences in the foundation phase. Planning across the school is not always shared between teachers and support staff and this has a detrimental effect on the preparation time available to modify the curriculum for pupils with complex additional learning needs (ALN) in particular.
88. Although teachers provide good models of spoken Welsh and generally make good use of the language in lessons, its use and continuity is inconsistent throughout the school. Although Welsh is well used in the early years, generally teachers' promotion of bilingualism is underdeveloped and adults do not sufficiently encourage pupils' bilingual skills in subjects across the curriculum.
89. Overall, assessment, recording and reporting procedures have good features with no important shortcomings. A well developed policy document gives clear guidelines to ensure that procedures meet statutory requirements. The school has a well developed and efficient system to assess and check on pupils' academic and personal progress that begins from the time pupils start school. There is thorough assessment recording and review of the progress of pupils with ALN.
90. Baseline assessment in early years provides a useful starting point against which to measure pupils' progress. In both key stages results from a comprehensive range of standardised tests and assessments are used to measure and record pupils' progress. A very well developed tracking system is in place and this is constantly reviewed and used very effectively to identify pupils' learning needs. This gathering of assessment information is a strength of the school.

91. Teachers analyse whole school assessment data and use it to set individual targets in the core subjects. The results of NC assessments are analysed and general school targets are set for improvement.
92. Generally the record keeping system is manageable and useful records are kept. Teachers keep full records of achievement in all subjects of the NC. Records of pupils identified with SEN are useful and detailed. Record keeping is also well developed in the early years: full records are kept of baseline assessment and children's progress, as well as of ongoing progress.
93. The school has collected useful exemplars of good work in portfolios, but as yet these have not been annotated. The school works with its cluster primary and feeder comprehensive schools to moderate standards of assessment and to ensure consistency and comparability of standards and levels awarded.
94. Teachers mark pupils' work regularly; however, opportunities are lost to clearly use constructive comments to involve pupils and show how they can improve further. The process of pupils' making their own contribution to the marking and assessment of their own work is underdeveloped.
95. Teachers have well developed links with parents to ensure that they have a good idea of their children's progress through regular contact, as well as termly parents' evenings. Annual and interim reports to parents give a very full evaluation of their child's progress and achievements in every subject. However it is not always clear to parents what their children know and can do. The reports provide useful comments and clear guidance about the steps needed to improve.

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

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

96. The findings of the inspection team match the judgement made by the school for this key question in its self-evaluation report.
97. The school caters effectively for a wide range of pupils' needs and provides equal access to a broad and balanced curriculum, which is generally well planned to ensure full coverage of the national curriculum and the statutory requirements of the Welsh Assembly Government are met.
98. At times however there is insufficient continuity and progression in some subjects and schemes of work are not sufficiently well monitored and reviewed to ensure they all meet the needs of the school. In some classes the curriculum is enriched by some very well developed outdoor experiences in the 'School in the Woods' and the local school environment.
99. The curriculum for the under fives is in the process of being developed to meet the Foundation Stage requirements.

100. The curriculum throughout the school is notably enriched by the contribution of a very wide range of visitors, including artists, musicians, story tellers, scientists and gardeners from the National Botanical Gardens. The impact of the work undertaken by a book illustrator has also had very positive influence on the standards of pupils' art work.
101. The overall provision for pupils to develop their key skills is good. The school has made good progress in developing learners' basic and key skills across the curriculum. Their use is evident in all subjects.
102. The quality of provision for out of school learning is outstanding. The strengths of are the very wide range of activities available and their accessibility to pupils of all ages and abilities. Experiences, such as residential visits to the Pembrokeshire Watersports centre for outdoor activities, make a good contribution to personal and social skills.
103. The curriculum is also enhanced by music lessons provided by peripatetic teachers, who on occasion offer appropriate musical experiences to some pupils with additional needs.
104. Learning experiences successfully promote pupils' spiritual, moral, social and cultural development. One of the strengths of the provision is the progress pupils make in their social development; there are good relationships between all members of the school community. Moral development is actively developed in collective worship and circle time and through the curriculum in religious education. The school has made good progress in developing its provision for PSE. In particular, there are good developments in the environmental and health elements of the scheme.
105. There are many opportunities for pupils to develop an appreciation of their own culture and that of others. Awareness of other faiths and cultures is developing well through work in geography and religious education in particular.
106. Collective worship makes a good contribution to pupils' spiritual, moral, social and cultural development. Spiritual awareness develops well with all members of the school community demonstrating high levels of consideration for each other. The school meets the statutory requirements for collective worship.
107. The school's partnership with parents, other providers and interested parties is good. Parents are welcomed into the school and encouraged to become part of its life and work. A number regularly help in class and with educational visits. Many are involved in fund raising for the school. Links with the playgroup situated in the school are strong and beneficial to the induction of new children.
108. The partnership with the local community is good. The close links with local places of worship for instance have a positive impact on pupils' achievement in religious education.
109. Links with associate secondary schools are good with well developed pastoral and curricular contacts. Older pupils report that they view their next stage of

education with confidence. The school works effectively in partnership with initial teacher training institutions. It also regularly provides training for students undertaking vocational qualifications in Pembrokeshire College.

110. The school's provision for work related education is good with some shortcomings. Visitors from the world of work, police, and health and fire workers are effectively involved in the PSE curriculum. Although the school has made some useful links with a number of local companies who have contributed to grounds and sports development, formal curricular links with industry are limited. Opportunities for teachers to take part in placements within business and industry are underdeveloped.
111. Y Cwricwlwm Cymreig, features prominently in the life and work of the school. A good range of opportunities are provided in subjects across the curriculum to raise pupils' awareness of the culture of Wales. For example, the use of local Welsh literature as a basis for learning and visits to many local places and locations further away, such as the Museum of Welsh Life, have further enhanced their knowledge of Welsh heritage and culture.
112. Although the school promotes the use of the Welsh language in school, the use of incidental Welsh and planning for opportunities for its use across the curriculum are insufficiently developed.
113. The school has high expectations of its pupils and strongly promotes equality of access to the curriculum. It is committed to ensuring that every aspect of its life and work is available to all regardless of background or circumstances. All pupils are encouraged to become involved in all games and sports, extra-curricular activities and visits.
114. The promotion of sustainable development and global citizenship is well developed. Although the school has decided not to pursue formal recognition of its work in this area, there is much evidence of the relevant practical everyday activities undertaken by pupils. The local environment provides many valuable and at times outstanding educational opportunities. These are also well used to develop awareness of how to live in a sustainable way, as well enhancing their work in geography and PSE. Pupils are knowledgeable about areas of improvement for the school, community and the wider world.
115. The school successfully promotes entrepreneurial and lifelong learning skills. Pupils run charity stalls for Children in Need as well as the fruit tuck shop. They order fruit and manage the budget for the shop competently. Although they express their views in the class and school councils, the system to influence entrepreneurial improvement is underdeveloped.

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

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

116. The findings of the inspection team are one grade lower than the judgement of Grade 1 made by the school in its self-evaluation report. Whilst some outstanding features are acknowledged, provision overall is judged to be good overall with no important shortcomings.
117. The headteacher and staff place a high priority on the pastoral care of pupils and good arrangements are in place to support pupils' progress, social development and personal well-being.
118. The school makes good use of support services and manages care arrangements effectively to ensure pupils' needs are met in a sensitive manner. This is particularly beneficial for children in challenging and vulnerable circumstances.
119. The school works in close partnership with parents in caring for, supporting and guiding pupils. Parents have ready access to the headteacher and staff through the school's 'open door' policy and are able to put forward their views and opinions.
120. The school has established a school council in accordance with national regulations. Whilst councillors have a clear understanding of their role and are articulate and confident, the lack of regular meetings with focused agendas means that their role in decision making within the school is underdeveloped. The council is not yet a fully effective forum where pupils' views and opinions are considered regularly and where pupils have an entitlement to influence decisions that affect them.
121. Induction procedures for children entering the nursery and reception class are outstanding. The home visits made by staff and the very good liaison with the pre- school playgroup that meets at the school ensure that children settle quickly and confidently into their new surroundings. As pupils move classes through the school and as they prepare to leave for secondary school, they are well supported by staff.
122. Pupils work and play in a happy, supportive environment where they are secure and valued by staff. The quality of relationships throughout the school is good and this contributes significantly to their self-esteem and confidence.
123. Pupils have access to an effective PSE programme, in line with national recommendations, which contributes significantly to the quality of support and guidance offered to pupils. Circle time, in particular, has a positive impact on pupils' emotional, personal and social development.
124. The monitoring of behaviour, attendance, punctuality and performance is well established and effective and early intervention ensures individual concerns are dealt with swiftly and efficiently. The school's behaviour policy and procedures

work well and the school is able to draw on the support of the LEA when needed.

125. Effective procedures are in place to encourage good attendance and punctuality, to ensure pupils' absence is adequately explained and to follow up situations where necessary. The high priority given to attendance and punctuality is frequently made known to pupils and parents and a good working partnership has been established with the pupil support officer (PSO) from the education welfare service. Registration is conducted efficiently and pupils settle quickly to lessons. The school takes appropriate account of attendance requirements set out in National Assembly for Wales (NAW) Circular 47/06, Inclusion and Pupil Support.
126. There are clear, well-documented procedures for assuring the health, safety and well-being of pupils throughout the school, including risk assessments. Pupils are well supervised at all times and clear procedures are in place to deal with any accidents and emergencies.
127. Staff make every effort to promote healthy eating and a healthy lifestyle. Pupils are encouraged to eat fresh fruit and healthy snacks and fresh water is readily available. The breakfast club is well supported and valued by parents and pupils, who have access to a wide range of physical and sporting activities, which contribute significantly to their well-being.
128. The school has effective measures to deal with appeals and complaints and to promote the protection of children. The headteacher and staff work in pupils' best interests to safeguard their well-being and to protect them. The headteacher has designated responsibility for child protection issues and ensures that all adults in the school are aware of the correct procedures to be followed and that training is regularly updated.
129. Overall, the provision for the significant number of pupils with ALN is good with no important shortcomings and is well managed by the headteacher and the SEN co-ordinator (SENCo). The school works hard to provide for pupils with a very wide range of abilities, a number of whom have medical or severe and complex needs. These pupils are very well included in the life and work of the school and the school welcomes and accommodates many late entrants identified with ALN.
130. The assessment and identification of pupils with ALN is a strength of the provision. Pupils' individual needs are identified systematically and competently with staff effectively using an appropriate range of assessment tools. Further assessments of more complex difficulties are carried out promptly by the educational psychologist.
131. Good liaison with a range of specialists such as the behaviour support teacher, the speech and language teacher and the outreach teacher from Portfield School, Haverfordwest, ensure that pupils' additional needs are generally well met. These specialists give valuable support for a number of statemented

pupils and those identified at School Action Plus stage of the Code of Practice. Links with health and social services are less well developed.

132. The non-teaching support for pupils identified with specific learning difficulties and speech and language problems is very effective. Pupils make good progress and benefit from well trained support, which is well adapted to the classroom curriculum. Support from the speech and language therapist is also effective. The Reading Education Assistance Dogs project makes a good contribution to pupils' progress in reading.
133. Overall pupils make generally good progress towards targets set for them in their IEPs and individual programmes provided are generally appropriate to their needs. At times, however, the targets are insufficiently specific to be achieved in the time set to enable maximum progress. The school makes some effort to involve parents in their IEP, but this aspect is not fully developed.
134. The school has very well developed strategies to deal with pupils whose behaviour impedes their progress; these strategies are particularly effective where training and support has been provided for staff and links with parents are good. There is an effective contribution from the behaviour support team, who provide assistance for pupils with more complex behaviour difficulties. Those whose behaviour has hindered their progress in other schools often respond very well to the strategies and provision available in this school.
135. The school has established outstanding support for pupils who have a wide range of complex medical conditions. Learning support assistants make an excellent contribution to pupils' personal welfare, handling complex procedures with great skill, sensitivity and discretion.
136. The school's provision for equal opportunities is good throughout the school. Equality for all is firmly embedded in the school's ethos and the headteacher and staff place a high priority on the social inclusion of all pupils.
137. The school is successful in recognising the diversity of pupils' backgrounds and takes this into account when planning and delivering its support and guidance. All staff know pupils well and are sensitive to their individual needs.
138. The school's promotion of gender equality and the effective way staff challenge stereotypical views and expectations is outstanding and pupils respond very well. Boys and girls of all ages work and play together co-operatively and value what each has to offer. Older pupils' understanding of gender equality is very good and they particularly appreciate the mixed gender sports teams, which give everyone the opportunity to excel.
139. Good race relations are promoted through the overall supportive nature of the school, through aspects of the PSE programme and through the school's effective policies for equal opportunities and racial equality. Staff and pupils recognise, respect and celebrate diversity.

140. Good measures are in place to eliminate any bullying, oppressive behaviour, racial discrimination and all forms of harassment. Such incidents are rare and 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. The school functions well as an inclusive, supportive community where all pupils are valued equally.
141. The school has made all reasonable arrangements to secure the equal treatment of disabled pupils and to welcome disabled visitors to the school. Appropriate documentation, including an accessibility plan and disability equality scheme, demonstrates how staff will make improvements in access to the curriculum, its building and the provision of information for disabled persons. The school is accessible to wheelchair users and there are toilet facilities available for disabled people.

## **Leadership and management**

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

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

142. The findings of the inspection team match the judgement made by the school for this key question in its self-evaluation report.
143. The headteacher and deputy headteacher has a clear vision for developing the caring ethos and supportive learning environment of the school and this is shared with all staff and the GB. The aims and policies are clearly understood and implemented well throughout the school creating a community based on respect.
144. The headteacher and deputy head provide clear direction and promote high standards particularly within the areas for which they have immediate responsibility. However, their management roles and those of other staff are not fully developed and so their effectiveness throughout the school is less evident in some areas.
145. Although there is good liaison and communication within the school and staff work closely together in formal and informal settings, procedures are often too informal to monitor and evaluate subjects objectively.
146. The school successfully promotes equality of opportunity and is a very inclusive community. This is a very good feature of the school.
147. The school takes good account of many national priorities in its curriculum. However although the school has introduced the statutory arrangements for the foundation phase and the revised curriculum in key stage two, it has yet to finalise plans for its full implementation and evaluation.
148. Statutory targets, based on the teachers' and headteacher's very good knowledge of the pupils, are met and in some cases surpassed, underlining the progress made by most pupils as they pass through the school. Target setting

is a well-established procedure and it is now being extended further through the introduction of more specific individual targets within each class.

149. Arrangements are in place to manage and improve the performance of individual members of staff through performance management procedures. These are backed up by appropriate training and support, to raise standards and provide relevant continuing professional development for all staff. However, currently monitoring of standards overall lacks the rigour of a structured approach to classroom observation and so the effectiveness of professional development and other initiatives are not fully evaluated.
150. The GB makes a good contribution to the success of the school. Governors are highly supportive of the headteacher, staff and pupils and are fully committed to the aims, objectives and vision of the school. Governors know the local community very well and appreciate and value the contribution the school makes to it.
151. Governors take an active role in the strategic direction of the school and have a clear long term vision for the school's future. They help to prepare the SDP, have a good oversight of the budget and supervise expenditure well. Governors have handled a range of challenging staffing issues over the past few years and at all times have endeavoured to work in the best interests of children.
152. The headteacher provides the GB with regular reports on the curriculum and pupils' progress. This, together with visits to the school, enables governors to have appropriate insight into the quality of provision.
153. The GB meets regularly throughout the school year and fulfils regulatory and legal requirements. Appropriate policies are in place and these are monitored and reviewed on a regular basis.

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

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

154. The findings of the inspection team match the judgement made by the school for this key question in its self-evaluation report.
155. The self-evaluation report is a comprehensive document that contains much useful information and gives a good picture of the broad intentions of the school and its work.
156. When focused monitoring and evaluation of standards have taken place, specific improvements have been made, as was the case with the review and subsequent improvement of pupils' extended writing. However, methods for the systematic monitoring and evaluation of the provision and standards are currently too informal.
157. Although the views of teaching staff and governors on standards and various aspects of the life and work of the school are included in the self-evaluation

- process, the views of other stakeholders, such as parents and pupils, are not formally canvassed and the role of the school council is limited.
158. The school has established self-evaluation arrangements with curriculum co-ordinators and those with other responsibilities, some of whom evaluate and report on their management areas. These arrangements include the scrutiny of pupils' work and the planning processes, but they are not complemented by the first-hand evidence gathered from the monitoring of teaching and learning in lessons.
  159. Currently there are no formal procedures for subject leaders or senior managers to monitor whole school progress or to examine pupils' standards of achievement in subjects through regular class visits. There are also no formal arrangements for teachers to visit each other's classrooms to observe or share good practice.
  160. The marking and assessment procedures of individual teachers are quite detailed and positive and the school makes very effective use of its very well developed tracking system for statutory assessment. It has begun to prepare portfolios to indicate appropriate levels for the work of various year groups, but these are at an early stage of development.
  161. The headteacher deputy and governors set appropriate priorities in the SDP and ensure that there are sufficient good quality resources available to deliver them. The SDP is a five year plan based on the findings of the previous inspection, staff development needs, national and local priorities and the self-evaluation report. It is regularly reviewed and amendments are made in the annual update. However, although the introduction of the foundation phase and the revised curriculum for key stage two have been discussed in some detail by the staff and governors and parents have been informed of the changes, currently formal arrangements implications and timescales for the introduction of these important changes have yet to be included in the SDP.
  162. Although there has been a school council for a few years with elected members from each class, they meet infrequently and, whilst each class has its own council, there is no expectation for elected members to report on council discussions and findings to their classes and pupils' roles as officers have not been fully developed.
  163. Overall, the school has successfully addressed the key issues noted in the last inspection report and improvements are evident. It has recorded good progress in raising standards in those subjects deemed to be satisfactory. There has been an improvement in the development of key skills across the curriculum and pupils' standards of achievement are well monitored. However, although initiatives to monitor provision have taken place and have resulted in improvements, classroom monitoring still needs to be more formalised.
  164. The judgements of the inspection team agree with the school's self-evaluation in five of the seven key questions. Where they disagreed in key questions 2 and 4 the team awarded one grade lower.

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

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

165. The findings of the inspection team match the judgement made by the school for this key question in its self-evaluation report.
166. The school is appropriately staffed with qualified and experienced teachers who have the necessary knowledge to teach all aspects of the national curriculum and foundation phase. Teaching staff are deployed effectively and the arrangements for shared classroom teaching work well. The school fully meets the statutory requirements for workload remodelling and arrangements for the organisation and implementation of planning preparation and assessment (PPA) time for teachers works successfully.
167. Job descriptions are in place for all teaching and non-teaching staff and are updated regularly. The effectiveness of the curriculum co-ordinator's roles has been disrupted by some long term staff absences. The newly appointed SENCo's role is developing well; she works effectively with the headteacher to ensure the best possible provision for pupils with ALN. However, the present adult: child ratio in the early years is insufficient to fully deliver outdoor activities for the foundation phase.
168. When support staff are deployed correctly to support pupils with SEN they work effectively with class teachers and make a very good contribution to pupils' progress. In some classes support staff are fully included in planning the delivery of individual programmes and the recording of pupils' progress. In others however, although they provide good support for pupils or early years children, they are not sufficiently nor purposefully included in planning and the delivery of classroom activities.
169. The school administrator works efficiently and effectively to ensure that the day-to-day running of the school functions smoothly. The school is well served by its ancillary staff with midday supervisors fulfilling their duties and contributing very effectively to the smooth running of the school.
170. Performance management reviews identify teacher's training needs well and recognise roles of responsibility; they are closely linked to the SDP.
171. Overall the school has a good stock of learning resources which are used effectively to enhance pupils' learning experiences. The considerable investment in ICT, for example computers, whiteboards and a range other technology, has had a positive impact on pupils' achievement, not only in ICT but in subjects across the curriculum. The library is well used and developed for effective use by pupils to develop their research and library skills.
172. The accommodation provides a suitable setting for good teaching and learning. This has had a very positive effect on raising standards in these areas. The school make good use of the available space for teaching and learning. However, this is limited in the hall which makes it difficult to deliver the full

indoor physical education curriculum for older pupils. The security of the building is good.

173. Displays around the school are of good quality, celebrating pupils' achievements and providing colourful examples of their work in all subjects.
174. The site is spacious and the grounds have been purposefully developed as a very effective learning environment. The schoolyard has a good playing surface and it has been very well developed for a range of playground games, as well as purposefully developed for outdoor activities for the foundation phase. Although the play area for nursery and reception area is safe and secure, it is open for use by all age groups during playtime and lunchtimes.
175. The school matches its spending decisions to its educational priorities as outlined in the SDP efficiently and effectively. Governors have a good oversight of the budget and supervise expenditure well to ensure all pupils within the school benefit. In some areas, such as ICT link governors visit the school to monitor the impact this expenditure has had on standards; this is good practice. Overall, the governors, the headteacher and staff manage the budget well with the support of LEA officers and the school gives good value for money.

## **Standards achieved in subjects and areas of learning**

### **Under 5s**

176. Nursery and reception children follow different curriculum models within a mixed age class that also contains five pupils from Y1. Nursery children (age 3-4) are new entrants this term and have begun to follow a curriculum generally based on foundation phase principles. As the number of children in the nursery is five or less grades for standards achieved will not be reported. Reception children are currently following the established desirable outcomes curriculum for the under-fives. Standards are thus reported under the recently introduced foundation phase headings but reception children (age 4-5) have been evaluated against the desirable outcomes for children's learning curriculum.

### **Personal and social development, well being and cultural diversity**

#### **Reception: Grade 2: Good feature and no important shortcomings**

##### **Good features**

177. All children make good progress in their personal and social development. They leave their parents and carers happily and engage well with adults and other children. New entrants respond confidently to classroom routines and interact very well with their older peers.
178. Children behave very well and the majority engage in activities provided with interest. They listen very well during registration and answer questions willingly. They collaborate well when working or playing together.
179. Children dress and undress independently and organise their possessions well. They respond well to opportunities for reflection and join in prayers readily in English and in Welsh.

##### **Shortcomings**

180. There are no important shortcomings, but at times children are passive and await instructions before engaging in new activities or experiences.

### **Language Literacy and communication skills**

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

##### **Good features**

181. Children listen very well to adults and to each other when working together. They demonstrate high levels of understanding of what is being said.

182. Children of all abilities engage readily in conversation and often speak at length when answering questions with the more able using a good range of vocabulary.
183. Children show high levels of interest in books and make good progress in their early reading skills. They handle books correctly and talk about the pictures. The majority of children use familiar words recognised in the text with the more able reading fluently.
184. All children make good progress in their writing skills. They recognise and write their names and make good progress in overwriting and underwriting, forming letters correctly. They use ICT well to order sentences about Woolly Wendy.

### **Shortcomings**

185. There are no important shortcomings

### **Mathematical development**

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

#### **Good features**

186. Younger children sort objects according to colour and match numbers appropriately. They enjoy playing various games to reinforce their knowledge of number and mathematical language. They recognise and count numbers to 10 and can order number cards correctly.
187. Older children understand and record numbers to 20, using practical activities well. They add and subtract accurately. They recognise a good range of two and three dimensional shapes using the correct vocabulary to describe sphere, cuboids and triangular pyramids.

### **Shortcomings**

188. There are no important shortcomings.

### **Welsh language development**

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

#### **Good features**

189. Children have positive attitudes to Welsh and make good progress with their Welsh language skills. They have a good understanding of key vocabulary and know a good range of colours and names of animals.

190. Younger children answer readily to incidental instructions and demonstrate know a range of songs and rhymes. They sing 'Mynd gyda'r ceffyl' well with good pronunciation and understanding to the vocabulary.
191. Older children demonstrate good understanding of vocabulary such as 'neidiwch' 'arowch' when listening to instructions during physical activity lessons. They show high levels of interest in Welsh books and follow a story accurately with the more able reading known words in the Tedi Twt books.

### **Shortcomings**

192. There are no important shortcomings.

### **Knowledge and understanding of the world**

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

#### **Good features**

193. All children have a good knowledge and understanding of the local environment, animals and living things. They know what kind of waste makes compost and collect leftover fruit and vegetable peelings and put it in the correct bin.
194. Children's knowledge of their homes and where they live is extended through visits in the locality. They describe different kinds of homes well comparing terraced house with bungalows. They have a good awareness of life in the past and recall features of old houses from their visit to the Museum of Welsh Life. They can talk about old kitchen artefacts and traditions and compare them well with present day practice.
195. Children are developing a good awareness of different materials in their discussion of artefacts and can sort a variety of materials correctly into sets.
196. Children use computers and remote control devices, such as a programmable toy to follow a route confidently. They use the mouse competently to manipulate a paint programme.

### **Shortcomings**

197. There are no important shortcomings but at times children's ability to independently explore and investigate their learning environment is underdeveloped.

### **Physical development**

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

#### **Good features**

198. Younger children are aware of the space around them and control their movements well to avoid others when using wheeled toys. They balance well on stumps and bars. Older children use well developed skills to throw and catch beanbags and balls accurately.
199. Children' fine motor skills are developing well; they use paint brushes, scissors, pencils, crayons and glue sticks competently. Older children often control pencils and crayons very well to include detail in their work. They use well developed manipulative skills to make effective complex models of islands and bridges form malleable materials. They handle computer equipment with good degrees of control.

### **Shortcomings**

200. There are no important shortcomings.

### **Creative development**

#### **Reception: Grade 3: Good features outweigh shortcomings**

#### **Good features**

201. All children enjoy music and sing enthusiastically keeping broadly in tune. They are confident singing both accompanied and unaccompanied. They know the names of a good range of instruments and play with good control keeping a steady beat. They respond well to music learning to dance a Welsh folk dance Y Delyn Newydd
202. Children paint striking pictures of African animals with good colour awareness. Older ones make very good sketches of lizards and effective drawings of masks they have made. They use ICT well to create pictures and stories of their own Super heroes.

### **Shortcomings**

203. There are no important shortcomings, but children's skills in creative drama and dance are only partially developed.

<b>English</b>
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**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. Most pupils in key stage one listen attentively particularly during taught sessions. They develop good speaking skills and are able to discuss what they are doing; they provide good responses during plenary sessions.
205. Pupils in key stage 1 read with increasing accuracy; their word building and comprehension skills develop well. They have a good basic vocabulary which they use appropriately and to good effect. Overall, they make very good progress in reading.
206. Pupils know the features of books and can identify the role of illustrator and author. They respond well to poetry and can recognise rhyming within poems. In their written work they know that punctuation is needed and many are successful in their appropriate recognition and use of vowels, capital letters and full stops.
207. There is good progression of literacy skills from Y1 to Y2 with pupils working at a greater pace with more accuracy. Many older ones know the conventions of changing the endings of words and of using double letters and are able to use these successfully in their own writing with a minority being able to correct their own work. Most are able to improve their own speaking skills as they record their conversations on the 'Audacity' program on their laptops.
208. Pupils' cursive handwriting develops well throughout key stage 1.
209. The listening skills of the older pupils in key stage 2 and their use of imagery and descriptions particularly in the outdoor environment of the 'School in the Wood' are outstanding features.
210. Younger pupils in key stage 2 show good development in their oracy skills. In discussions they express themselves well and confidently, for example as they present their cases in favour of or against the building of a supermarket in Narberth. Most show good levels of listening skills during the debate.
211. Pupils read with good levels of understanding and expression. Good use is made of the school library. Older pupils have a good recall of what they have read or have been taught as they record the features of the diary of Anne Frank. Many can write their own diaries at their own level and are able to record the events that took place during their day.
212. The more able use a good range of vocabulary especially adjectives. They write imaginative and descriptive acrostic poems and explore interesting and imaginative ways to begin sentences. Many develop their understanding of the story writing process successfully, recording story scenes, based for example, on Little Red Riding Hood. Many are able to extend their writing further as they create a new version of Cinderella. They make good progress in their writing skills as they draft and re-draft their work.
213. Nearly all older pupils in key stage 2 make good progress in all their literacy skills. Reading is a strength with many older pupils in key stage 2. All become immersed and involved in their reading books during library time and guided

reading. Most older ones read back their contributions confidently and can explain why they like them and then how to improve them.

214. Most use word books to record descriptive words for their writing from their work in other subjects, such as art; their explanation of the words is good and many have a good understanding of how relevant or specific they are to their own writing.
215. Older KS2 pupils develop a good understanding of the processes and conventions of a good range of writing, including poetry. For example, they analyse the poem 'The Way through the Woods'. They have a good recall of the phrases and subjects in the poem, they understand its structure and features and its internal rhymes and repetition and are able to discuss these features. They are able to identify and understand prepositions and alliteration and use them for improving their own poems. Most show good evaluative skills as they discuss each other's poems, suggesting appropriate ways to improve them. Good use is made of Thesauri and dictionaries.
216. Overall, older pupils show good development of writing skills, drafting and re-drafting their extended writing. They use these literacy skills to good effect across the curriculum for a range of reasons, including the further development of their reading and research skills on the internet. Generally many produce a good range of independent extended writing which is well written with neat presentation. Standards are good with appropriate use of speech marks and complex speech patterns.

### **Shortcomings**

217. There are no important shortcomings, but the literacy skills including the writing and handwriting skills of some younger pupils in key stage 2, are inconsistent

<b>Information communications technology</b>
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**Key stage 1: Grade 2: Good features and no important shortcomings.**

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

### Good features

218. Throughout both key stages most pupils make good progress in a wide range of ICT activities across most areas of the curriculum. Pupils become increasingly and incrementally proficient in their use of ICT equipment, such as roamers, laptops, digital cameras and microscopes.
219. Pupils in key stage 1 show good levels of achievement as they record their voices on the 'Audacity' program to assist them in recording their literacy activities. They confidently gather information from a variety of electronic sources to research their project on the Jewish festival of Hanukkah and many older pupils use the keyboard with increasing confidence to record their work in a wide range of subjects.

220. Younger pupils in key stage 2 can set up laptops with support and can successfully open their own files. Many choose a variety of photo images from the Fresco file to create their own pictures and confidently call up and save background pictures. A majority of older pupils are able to print off their work.
221. Nearly all pupils use digital cameras appropriately to take pictures in the school grounds to create images for their Dream sequences. They are able to create 'Power-point' presentations of their images and use them to produce imaginative, well crafted montages and sponge prints. Most are able to evaluate the the processes they have used and the final artefacts produced.
222. Nearly all older pupils in key stage 2 achieve well in a good range of activities and their ICT skills are well developed. They can confidently find and analyse information from a variety of sources and produce data bases to assist their problem solving activities in subjects such as mathematics and science.
223. The standards achieved by older pupils in key stage 2 as part of their animation project is an outstanding feature. The range of associated skills most Y6 pupils have and the role they play in mentoring the Y5 is a strength.
224. Pupils can confidently explain the purpose of what they are doing and give detailed responses to questions about their animation project for example.
225. All pupils are able to set up lap tops and digital video cameras independently and can record images in sequence. Nearly all older pupils are able to evaluate and make judgements on video presentations and then go on to correct and improve their work.
226. Most pupils are able to collect data independently using a log box to record light and soil and air temperature and to identify early signs of spring in the 'Class in the Wood'. They record information in a variety of ways to display on their portal page and spring blog.

### **Shortcomings**

227. There are no important shortcomings, but a minority of pupils have difficulty in accessing their saved work.

<b>Art and design</b>
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**Key Stage 1: Grade 2: Good features and no important shortcomings**

**Key Stage 2: Grade 1: Good with outstanding features**

### **Outstanding features**

228. Older key stage 2 pupils of all abilities produce outstanding work in a range of media, but particularly in three dimensions. In their model making for the Schools' Animation Project the creativity and standard of model making are outstanding.

## Good features

229. Key stage 1 pupils use a wide range of resources and materials to explore colour, line, tone, texture and pattern. They experiment with paint, collage, pencil and printmaking to good effect.
230. In their work on the materials and patterns produced by the woollen mill Melin Tregwynt key stage 1 pupils of all abilities weave effective patterns with good attention to colour and texture. They discuss their own weaving with high levels of interest and compare their outcomes with patterns of Welsh textiles. They use well developed observation skills and magnifiers to examine textiles from Wales and Peru in detail and comment sensibly about the differences.
231. Younger key stage 2 pupils produce very effective pictures combining their own digital photographs with paint, print and collage to produce very effective Dream pictures. Pupils of all abilities combine well developed manipulative skills with their design and painting skills to make Mezuzahs as part of their work on the Jewish religion. Key stage 2 pupils evaluate their own work as well as that of others very thoroughly. To improve their work they discuss their techniques and methodology with high levels of interest and understanding.
232. Pupils' preparation, research, sketching and designing skills are very well developed. This is an outstanding area of their work and ensures very good results when making clay pots for instance. They make good use of their sketches and their well developed making skills to produce very effective coil, slab and pinch pots when investigating different techniques of working with clay.
233. Older key stage 2 pupils make very effective masks using very creatively a range of woodland material. They have a well developed awareness of colour texture and form to produce 'People of the Woods' masks.
234. Pupils make outstanding use of their ICT skills to support and enhance their work in art. For example, in key stage 2 they use their wide ranging technology skills to develop their creative work for their animation project. In key stage 1 they combine the outcomes of their internet research into the patterns or textiles produced by Melin Tregwynt.

## Shortcomings

235. There are no important shortcomings.

<b>Music</b>
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**Key stage 1: Grade 2: Good features and no important shortcomings.**  
**Key stage 2: Grade 2: Good features and no important shortcomings.**

## Good features

236. Pupils in both key stages listen attentively to a range of music. The standard of singing throughout the school is generally good with older pupils singing unaccompanied. They sing in tune and perform confidently with good diction and musical expression. They know a good repertoire of songs and they sing effectively as part of a large group. All abilities in both key stages perform confidently with good attention to breathing and posture.
237. Pupils in key stage 1 listen carefully, using their listening skills well to differentiate between sounds. In their work on Litter and protection of the environment, younger ones choose and match the sounds and actions of instruments with the noises made by recycled rubbish well. They have a very good sense of rhythm and clap and march to the beat with confidence and accuracy.
238. Older key stage 1 pupils in their work on Rain and showers use body percussion effectively to keep in time with the music. They demonstrate a good idea of loud and quiet sounds and keep time with the music well using a graphic score competently. They use and choose percussion instruments appropriately with those of all abilities playing with good control. In their appraisal of each other's work they improve their performance of loud and quiet sounds.
239. Younger key stage 2 pupils know and recognise a rhythmic pattern when listening and making up their own body rhythms. They respond well to the percussion music of the Kartal. They have a good grasp of basic musical vocabulary which they use correctly.
240. Older key stage 2 pupils listen very well to music in general and to each other's compositions. In their song on Red Kite Hunting, they confidently engage in choosing appropriate text from a story. They collaborate very well to play untuned instruments using the pentatonic scale competently to compose, building phrases systematically. Pupils of all abilities make good progress in combining tunes and vocals. They evaluate their own and others' performance constructively and suggest improvements in a mature way.
241. Pupils have opportunities to listen to music from a range of different styles, countries and cultures. They use ICT to compose appropriate pieces of music well.

### **Shortcomings**

242. There are no important shortcomings, but pupils' knowledge of Welsh composers is underdeveloped.

<b>Religious education</b>
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**Key stage 1: Grade 2: Good features and no important shortcomings.**  
**Key stage 2: Grade 2: Good features and no important shortcomings.**

## **Good features**

243. Many pupils in key stage 1 enthusiastically use their research skills to find out about the artefacts associated with the Jewish festival of Hanukkah, such as Dreidels and the Menorah. The majority are aware of the reason for the festival and understand the story of Hanukkah. Younger ones develop their knowledge further by making their own Menorahs.
244. In key stage 1 pupils gain a good understanding of the reasons for pilgrimages and religious journeys. They have a good understanding of the story of Mary and Joseph's journey to Bethlehem and compare and contrast that journey with how we would travel there today. They explore and gain an understanding of the main characters, when, for example, they explore the feelings of King Herod.
245. Many of the younger pupils in key stage 2 know the Jewish place of worship is the synagogue and they gain a basic understanding of Judaism and some of its festivals. Most can identify the main characters of the story surrounding the festival of Purim and the role played by the main characters of Esther, Mordecai and Haman. Most know the festival is celebrated in the synagogue and they are familiar with the use of the Gagger, which they make in order to re-enact enthusiastically that feature of Purim.
246. Older pupils have very good recall of the festival of Purim and accurately retell the story. A few are able to compare aspects of the festival with those of the Christian faith, such as Easter.
247. Most older pupils in key stage 2 have a good knowledge of the Bible as a collection of books and can identify them as books with different contents. Most have a good recall of previous knowledge about the Bible and a very good recall of information about the Sikh Holy book, the Guru Granth Sahib. Nearly all are aware of the respect it engenders and how it is treated by Sikhs.
248. Most pupils can pose good relevant and thoughtful questions about the holy books of different religions and can compare and contrast them with the way the Bible is used.
249. Many older pupils can discuss the meaning of religious stories and miracles, such as the feeding of the five thousand, and are able to carry out research in books, on the internet and from artefacts to gain further knowledge of religions. Pupils develop a good appreciation of religious language and of how different religions, such as Islam, Christianity and Judaism, celebrate similar conventions such as marriage and celebratory meals, for example the Passover.

## **Shortcomings**

250. There are no important shortcomings, but some younger pupils have difficulty recalling information about the stories they hear.

## School's response to the inspection

251. The report confirms that Templeton School provides great care and attention for all the children who attend it. We are pleased that the good behaviour and attitudes the school instils have been recognised and the many strengths praised.
252. An action plan will be put in place to address the recommendations in the report. The implementation and evaluation of the foundation phase and the Key Stage 2 curriculum will be a priority. The spreading of good practice throughout the school to improve standards will be addressed by staff and governors by the end of the next school year.
253. A copy of the school's action plan in response to the inspection recommendations will be sent to all parents. The governors' annual report to parents will keep parents informed as to progress we are making on the inspections recommendations.
254. The inspection team are to be thanked for the way in which they conducted themselves throughout the inspection.

## Appendix 1

### Basic information about the school

Name of school	Templeton C.P. School
School type	Primary including Foundation Phase
Age-range of pupils	4 - 11
Address of school	School Road, Templeton, Narberth, Pembrokeshire
	SA67 8RS
Telephone number	01834 860657

Headteacher	Mr Mike Perkins
Date of appointment	January 1990
Chair of governors/ Appropriate authority	Mr Paul Sansom
Registered inspector	Mr Stuart Wormleighton
Dates of inspection	24 <sup>th</sup> February – 26 <sup>th</sup> February 2008

## Appendix 2

### School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	5	8	20	15	9	16	14	11	98

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	3	4	5.35

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	18.3
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	24.5
Teacher (fte): class ratio	1.3:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Spring 2008	94.5%	96%	93.3%
Summer 2008	97%	96.5%	94.5%
Autumn 2008	92.7%	94.8%	94.4%

Percentage of pupils entitled to free school meals	10%
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:		10		
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher assessment	School	0	20	10	70	0
		National	0.2	3.5	13.8	63	19.4
En: reading	Teacher assessment	School	0	20	20	20	40
		National	0.2	4.1	14.9	55.2	25.5
En: writing	Teacher assessment	School	0	20	10	70	0
		National	0.2	4.8	15.9	67.8	11.3
En: speaking and listening	Teacher assessment	School	0	10	20	70	0
		National	0.2	2.4	10.7	62.8	23.8
Mathematics	Teacher assessment	School	0	10	10	70	10
		National	0.2	2.0	10.9	65.2	21.6
Science	Teacher assessment	School	0	10	10	80	0
		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	70%	In Wales	80.7%

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

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

<b>National Curriculum Assessment KS2 Results 2008</b>							Number of pupils in Y6		16		
<b>Percentage of pupils at each level</b>											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	0	0	6	13	56	25
		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	6	0	6	56	31
		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	6	0	13	63	19
		National	0.2	0	0	0.5	0.5	1.8	11.4	53.9	31.7

<b>Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)</b>			
by teacher assessment		by test	
In the school	75%	In the school	n/a
In Wales	75.5%	In Wales	n/a

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

## Appendix 4

### Evidence base of the inspection

A team of three inspectors spent a total of seven inspector days in the school. A team meeting was held prior to the inspection. The deputy headteacher acted as nominee, but a peer assessor was not assigned to this inspection.

Inspectors visited and observed:

- Twenty-three lessons or part lessons;
- all classes;
- acts of collective worship;
- lunch times and break times; and
- extra-curricular activities.

Members of the inspection team had meetings with:

- staff, governors and parents before the inspection began, and
- teachers, governors, support and administrative staff, representatives of the school council and groups of children during the inspection.

The team also considered:

- the school's self-evaluation report;
- fifty-five responses to the parents'/carers' questionnaire, of which 95.5 per cent of responses were positive;
- a comprehensive range of documentation provided by the school before and during the inspection;
- dialogue with a representative of the local authority;
- documentation from the local authority; and
- samples of pupils' work from across the age and ability ranges were scrutinised.

The inspection team held post-inspection meetings with the headteacher staff and governors.

## Appendix 5

### Composition and responsibilities of the inspection team

Team member	Responsibilities
Stuart Wormleighton Registered Inspector	Key questions 1, 5 and 6 and contributions to key question 7. English, information communications technology and religious education
Delyth Parris Team Inspector	Key questions 2, 3 and contributions to key questions 4 and 7. Under-fives, art and design and music.
Janet Waugh Lay Inspector	Key question 4 and contributions to key question 1.
Lynne Jones Nominee	Attending meetings and supplying information

### Acknowledgement

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

### Contractor:

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