

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

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

**Tenby V.C. Infants' School  
Heywood Lane,  
Tenby  
SA70 8BN**

**School Number: 6683052**

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

**by**

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**Under Estyn contract number: 1113407**

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Tenby Infants V.C. 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 Tenby Infants V.C. School took place between 11/03/08 and 13/03/08. An independent team of inspectors, led by Dr. Peter David Ellis, undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a **Short** inspection.

## Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

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## Context

### The nature of the provider

1. Tenby Voluntary Controlled (VC) Infants' School was opened in 1953, replacing the previous Parochial (National) Church school. It is situated in a residential area on the northern outskirts of the town and caters mainly for children who live in Tenby, New Hedges and Penally, where the local school closed in 2006, although around 20% travel from further afield through parental choice, especially if they wish their children to be taught through the medium of Welsh. The catchment area is the same as that of the neighbouring junior school to which most pupils transfer at the end of key stage (KS) 1 and which is described as relatively prosperous; currently around 7% of pupils are registered as being entitled to free school meals, which is considerably less than the national and Pembrokeshire averages and at the time of the last inspection.
2. The school building is of traditional design with well proportioned classrooms leading on to spacious corridors. An extension containing two additional classrooms and a disabled toilet and cloakroom areas was added in 1998 due to the growing pupil population. The accommodation now comprises classrooms, a large hall, a kitchen, a staff room, offices, a foyer and cloakroom areas. In 1984 a Welsh language unit was established for those parents, who wished their children to be educated through the medium of Welsh, and recently, to accommodate the increase in numbers in this unit, the end of one of the corridors has been remodelled into a classroom area. Outside, there are suitable hard surfaced playgrounds and a recently established community play facility with a range of equipment. The very attractive open area in the centre of the buildings has been landscaped to provide a science garden and a secure play area for the under-fives.
3. The school currently caters for 213 full-time equivalent (fte) pupils, including 42 who attend the nursery either on a full-time or part-time basis. Most of those who are part-time also attend the private playgroup for the other part of the day, which is also housed within the school. The number on roll has remained relatively stable over the past four years, but it has declined a little recently and it is predicted to fall further in the future. There are nine classes, none of which contains more than 30 pupils.
4. The intake covers the full range of ability, but there are few less able pupils. Around 15% are currently identified as requiring special educational needs (SEN) support, which is a little below the national average; none is statemented. Fifteen are on school action and ten on school action plus. Around 5% come from an ethnic minority background, but almost all have English as a first language. One pupil comes from a family where one parent is natural Welsh speaking. All those in the Welsh language unit are learning Welsh as a second language. No pupils are in care.

5. The school was last inspected in February/March 2002. Since then the school has experienced few changes and staffing has remained relatively stable. There have only been four headteachers since the school opened in 1953; the current post holder was appointed in 1998. The school now accommodates a 'wrap around' care facility through the provision of breakfast and after school clubs. Due to the falling role a teacher redundancy has been agreed for the end of the current academic year.
6. The school has been awarded the Basic Skills Agency's Quality Mark four times and has achieved the fourth phase of the Pembrokeshire Health Promoting School's project and the Bronze award for being a sustainable school.

### **The school's priorities and targets**

7. The school has a mission statement, which is as follows:
8. "In Tenby Infants' School, within an attractive and caring environment, every child is encouraged to fulfil their potential and develop attitudes of mutual respect and responsibility."
9. This statement is underpinned by a range of relevant aims, as set out for parents in the school prospectus.
10. The school's current priorities for development, as laid out in its current school development plan (SDP) under the headings of Estyn's Common Inspection Framework, include continuing to improve:
  - assessment;
  - bilingualism;
  - thinking skills;
  - the work of the school council;
  - healthy schools;
  - attendance;
  - collective worship;
  - links with the community;
  - after school activities;
  - parental involvement;
  - SEN and child protection training;
  - governor involvement;
  - Foundation Phase training;
  - staffing restructure;
  - self-evaluation; and
  - resources.

## Summary

11. Tenby VC Infants' School has many strengths and pupils generally achieve well within a very caring and supportive environment. There is strong leadership and management and the quality of provision has a number of outstanding features, although there are some shortcomings in teaching, assessment and planning.

### Table of grades awarded

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

12. The inspection team agreed with the school's judgements in three of the seven key questions. Where they differed, the team awarded one grade lower. In Key Questions 1, 5 and 7 this was mainly because insufficient outstanding features were identified and in Key Question 2 it was because some shortcomings were apparent in teaching and assessment.
13. Children in the early years generally make steady progress towards the Desirable Outcomes for Children's Learning and are adequately prepared for the next stage in their education. However, the educational provision for the under-fives has some weaknesses, but there is evidence that these weaknesses can soon be put right.
14. KS1 national curriculum (NC) assessment results over the last few years prior to 2007 have been consistently above national and Pembrokeshire levels in English, mathematics and science and in the core subject indicator (CSI), which is the percentage of pupils attaining at least level 2 in all subjects assessed. In Welsh, results have fluctuated a little more. Overall, benchmarking data indicates that the school has consistently performed better than the majority of similar schools.

15. In 2007 results and benchmarking data were more variable and not as good as at the time of the last inspection. In English fewer than nationally and locally attained level 2, particularly because a third, mainly boys, did not perform to this level in writing, although a significant number was on the SEN register.
16. Value added data indicates that the majority of pupils make good progress through the school and many exceed their expected target levels.
17. Pupils with SEN make very good progress and at times the more able are suitably challenged, although they do not consistently achieve their potential.
18. Standards in speaking, listening, numeracy and information and communications technology (ICT) are good overall. In reading good features outweigh shortcomings. Standards in writing contain some good features, but there are some important shortcomings. For example, there is a lack of emergent writing and written work across the curriculum.
19. Although there is some variation between classes, English medium pupils overall develop good knowledge and skills in the Welsh language. In the Welsh medium classes, bilingual skills are particularly well developed.
20. Pupils demonstrate a number of good features in their key personal, social and learning skills. Throughout the school they have a good attitude to learning and concentrate well on their set tasks.
21. Relationships between pupils are very good. They work well on their own and with others in groups and pairs. They share and take turns fairly and make good use of their time.
22. Pupils make good progress in their thinking skills, but their creative and problem solving abilities are relatively underdeveloped.
23. Pupils are very well behaved overall and this is an outstanding feature of the school. They also have a good awareness of equal opportunities issues.
24. The school's average attendance for the last three terms at around 95 % is good and well exceeds the Welsh Assembly Government's (WAG) current target of 93%. There are no unauthorised absences and the large majority of pupils arrive punctually.

## **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>
3%	60%	33%	3%	0%

25. These percentages are lower than the last inspection and the WAG's 2010 target that the quality of teaching should be 80% Grade 2 or better. They are also lower than national averages reported by Her Majesty's Chief Inspector's

(HMCI) in his latest Annual Report for 2006-2007, where nationally the quality of teaching in primary schools is Grade 2 or better in 80% of lessons.

26. Staff provide good role models for pupils and in all lessons good relationships are evident. This, together with the use of praise, ensures that pupils always try to do their best.
27. Where teaching is Grade 2 or better, the good features include:
  - effective use of questioning to extend pupils' learning;
  - well explained tasks that challenge pupils appropriately;
  - efficient classroom organisation;
  - work well matched to pupils' abilities;
  - good time management and a brisk pace to lessons;
  - interesting and stimulating activities for pupils; and
  - resources used effectively by teachers and readily accessible to pupils.
28. Where teaching is Grade 3 or below, the shortcomings include:
  - learning objectives not specified or communicated to pupils;
  - tasks that do not present children with an appropriate level of challenge;
  - over long lessons and activities within sessions;
  - limited opportunities for pupils to work independently; and
  - teaching that is over directed, too formal and lacking breadth and imagination.
29. In addition, in the early years other specific shortcomings include:
  - teaching styles not well matched to children's stage of development;
  - children not actively engaged in their own learning;
  - learning activities that are over prescribed; and
  - insufficient opportunities to develop learning outdoors.
30. These particular shortcomings restrict children's ability to learn independently, to develop autonomy and to make choices and decisions about their learning.
31. Overall, teachers possess a sound knowledge and understanding of the subjects they teach, although key skills and the common requirements of the NC, such as creative and problem solving skills, are not consistently developed.
32. Teachers ensure that no pupil is disadvantaged; they avoid any form of stereotyping and promote opportunity for all.
33. Assessment procedures meet statutory requirements. Baseline assessment and a number of standardised tests are used well to track pupils, to monitor progress and to set end of key stage targets.

34. Teachers provide useful oral feedback to pupils regularly, but marking does not generally identify what pupils know and can do, neither does it indicate what they need to do to improve. Pupils are not sufficiently involved in planning their own progress and improvement.
35. Parents receive very informative annual written reports with targets for pupil improvement. They have the opportunity to respond in writing and to discuss their child's progress with teachers. Statutory requirements are fully met.
36. The curriculum is appropriately broad, balanced and relevant in both the English and Welsh medium classes and it meets the needs of the range of pupils. It complies with statutory requirements.
37. Planning is organised and documented according to half termly themes, but the schemes of work do not give teachers sufficient guidance and the system makes it difficult to assure continuity and progression across the curriculum. Weekly plans also lack information in most cases.
38. Key skills and common requirements, including bilingualism, have appropriate policies, but they are not covered in detail and, as a result, they are not embedded in the planning process.
39. The school makes very good provision for personal and social education (PSE) and an outstanding feature is the range of extra-curricular activities available for KS1 pupils. Very effective use is also made of the locality and visits and visitors.
40. The provision for pupils' spiritual, moral, social and cultural development has some outstanding features. Acts of collective worship are enjoyable whole school occasions and a strength of the school; statutory requirements are fully met.
41. The cwricwlwm Cymreig is very well developed and the school has a prominent Welsh ethos, although the celebration of diversity and multiculturalism is less pronounced. Pupils are involved in a wide range of activities relating to sustainable development and global citizenship.
42. The partnership with parents is an outstanding feature of the school. Parents express particular satisfaction with the amount of participation they have in school, the approachability of staff and the happiness of their children.
43. Links with the community and the Tenby family of schools are outstanding and there are some appropriate connections with businesses and industries in the area to provide pupils with an insight into the world of work.
44. Pupils at the school are extremely well cared for in a warm, secure and welcoming environment. There is a very positive ethos and achievement and successes are regularly celebrated. The quality of personal support and guidance is an outstanding feature of the school.

45. Teachers know pupils well and treat them as individuals. All relevant policies relating to their health and welfare are in place and supervision at playtimes and lunch times is good. The site is very safe and secure.
46. The school is involved in the Health Promoting Schools' initiative; water is available for pupils to drink during the day and healthy eating is encouraged.
47. There are strong links with local playgroups that feed the school and in particular the one which has accommodation on the site helps children make a smooth transition to full-time education. Transfer arrangements for Year (Y) 2 pupils are extremely good and well established.
48. Attendance registers are completed accurately and efficiently at the start of the morning and afternoon sessions. The school has effective procedures as well as a reward scheme for encouraging good attendance and punctuality.
49. There are appropriate policies for behaviour and measures are in place to deal with bullying. The school also has effective procedures for child protection.
50. The provision for pupils with SEN has outstanding features. Pupils with learning difficulties or other disabilities are identified early and their progress is tracked and supported very closely. All are fully integrated into the life of the school.
51. The school ensures that the needs of all pupils are met regardless of gender, race or ability and the quality of provision for equal opportunities and respect for diversity are effectively promoted.

### **Leadership and management**

52. The school has explicit aims and values, which underpin its very positive and supportive ethos. The clear sense of purpose and commitment to the welfare of everyone within the school community is clearly an outstanding feature.
53. The headteacher exerts strong and authoritative leadership and manages the school very efficiently and effectively. The deputy headteacher and senior management team (SMT) are supportive and fulfil appropriate roles.
54. All staff work very well together as a team and relationships between them are good. Curriculum and other types of responsibilities are allocated evenly to staff, who undertake their duties conscientiously and diligently.
55. The governing body (GB) sets challenging and realistic targets for the school. Members are very committed and supportive and aware of current national priorities and WAG initiatives.
56. The GB meets regularly and relevant sub-committees are in place. Financial management is good and the school has a balanced budget with a small surplus. All necessary statutory documentation is in place.

57. The school has a very well developed system for self-evaluation and planning for improvement that involves all staff and governors. The headteacher, the SMT and all subject co-ordinators are well informed about the performance of the areas for which they have responsibility, but the impact on actual classroom practice is not as effective.
58. The SDP and self-evaluation report are comprehensive documents and the key issues arising from the last inspection have been mainly addressed.
59. The school benefits from sufficiently experienced and suitably qualified teachers and support staff. Teaching assistants and nursery nurses are well deployed and all members of staff undertake appropriate and relevant in-service education and training (INSET). All other adults who work in the school are valued members of staff and positively contribute to the strong community ethos of the school.
60. The accommodation is maintained to a very high standard and it is attractive, light and spacious. Not all classrooms, however, have wet areas and one class is placed in a corridor, which does not provide learners with sufficient space; the school has plans to rectify these matters.
61. The school has made considerable financial investment in developing its grounds, but, especially in the early years, these facilities are not integrated into pupils' daily learning experiences neither are they used in all weathers.
62. Resources are attractive, well cared for and readily accessible to all pupils and they meet the demands of their learning experiences.
63. All school initiatives are carefully costed and developments are prioritised in line with the SDP. Spending decisions are carefully considered and expenditure is regularly reviewed. Overall, the school provides good value for money.

## Recommendations

In order to take the school forward, the school needs to:

- R1 raise standards in the key skills of reading and writing;
- R2 address the shortcomings identified in teaching and adopt appropriate strategies to ensure that teaching matches the way in which children learn;
- R3 revise the planning process to improve long, medium and short term planning to ensure continuity and progression and a clearer focus on learning objectives, key skills and strategies for meeting the needs of all pupils; and
- R4 develop further the assessment system, especially in relation to marking and self-assessment procedures.

**N.B. Recommendations 3 and 4 are an integral part of the current SDP.**

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

## Standards

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

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

64. The findings of the inspection team differ from the Grade 1 judgement made by the school in its self-evaluation report, since insufficient outstanding features were identified by the team.
65. Children in the early years generally make steady progress towards the Desirable Outcomes for Children's Learning and are adequately prepared for the next stage in their education. However, the educational provision for the under-fives has some weaknesses, but there is evidence that these weaknesses can soon be put right.
66. KS1 NC assessment results over the last few years prior to 2007 have been consistently above national and Pembrokeshire levels in English, mathematics and science and in the CSI, which is the percentage of pupils attaining at least level 2 in all subjects assessed. In Welsh, results have fluctuated a little more. Overall, benchmarking data indicates that the school has consistently performed better than the majority of similar schools in the 8% to 16% free school meals band.
67. In 2007 results were more variable and not as good as at the time of the last inspection. In English, mathematics and science more pupils attained level 3 than nationally and in Pembrokeshire, but none reached this level in Welsh. In English fewer than nationally and locally attained level 2, particularly because a third, mainly boys, did not perform to this level in writing. The CSI was the same as nationally and a little below that of Pembrokeshire overall.
68. The benchmarking data for 2007 indicates that the school performed significantly below average in English and a little below average in science and Welsh, but above average in mathematics.
69. Boys have tended to do less well in English, particularly in writing, over the last few years and especially in 2007, when 55% of them, compared to just 10% of girls, attained only level 1, although in contrast they did better in Welsh. Around 50% of the boys in the English medium cohort were on the SEN register.

70. Value added data, which compares baseline assessment to the levels attained at the end of KS1, indicates that the majority of pupils make good progress through the school and many exceed their expected target levels.
71. Pupils with SEN make very good progress through the school and at times the more able are suitably challenged, although they do not consistently achieve their potential.
72. Standards in speaking and listening are good overall. In the early years children generally listen attentively and are responsive to adults and their peers. They follow instructions well, converse readily and are keen to make contributions to discussions and to answer questions. In KS1 the large majority of pupils listen for extended periods and they speak with growing confidence and an increasing vocabulary in front of others. They are not hesitant to express their opinions and to share their ideas. They are particularly attentive in whole school assemblies.
73. In reading good features outweigh shortcomings. Pupils enjoy books and quickly learn the purpose of print and the relationship between words and pictures. In the early years they begin to handle books carefully and they can retell stories using relevant language. In reception they can recognise high frequency words within the text. In KS1 they start to read more fluently and some more able pupils achieve good standards. However, many read rather haltingly and mechanically and have insufficient strategies to tackle unfamiliar words to extract meaning. Their reading at times lacks expression and variation.
74. Standards in writing contain some good features, but there are some important shortcomings. In the early years children start to make purposeful marks on paper and other materials and they learn to write their name, but too much time is spent on overwriting and underwriting rather than emergent writing.
75. In KS1 some older more able pupils write at length, using logical spellings and correct punctuation and showing empathy with the characters in their compositions, but there is an over emphasis on retelling stories rather than using imagination to create original pieces.
76. Throughout the school there is an abundance of copied work and the range of purposes for writing is limited. Additionally, work is not always well presented or dated and there is a lack of written work across the curriculum. Pupils learn to write in a cursive style from Y1 onwards, but some of the less able struggle to form some of the more complex letters.
77. Standards in numeracy across the curriculum are generally good. In the early years children demonstrate good knowledge of a variety of mathematical language and they learn to apply their understanding of number to a range of contexts and everyday situations. They learn to count, to recognise simple shapes and to sort objects into various categories. In KS1 they understand the four rules and how mathematics is relevant to such activities as shopping and telling the time.

78. Pupils' abilities in ICT develop well. From a young age they learn to use computers independently, showing good mouse and screen control. They also confidently use other electronic equipment, such as the interactive whiteboard. By the end of KS1 they use a range of computer programs and they can import pictures and combine text with art work. They can change fonts and type size, cut and paste and know the major functions of the keyboard. They competently use the internet to locate information.
79. Although there is some variation between classes, English medium pupils overall develop good knowledge and skills in the Welsh language. They are able to understand simple words, phrases and sentences that are spoken and they respond to these with generally accurate pronunciation. In KS1 they write regularly in Welsh, although most of their work is copied. They use Welsh regularly as part of their daily routines, although less frequently during lessons and at playtime. In the Welsh medium classes bilingual skills are particularly well developed.
80. Pupils demonstrate a number of good features in their key personal, social and learning skills. Throughout the school they have a good attitude to learning and concentrate well on their set tasks. They persevere with their work and are motivated to succeed.
81. Relationships between pupils are very good and older ones are sensitive to the needs of those younger than themselves. They work well on their own and with others in groups and pairs. They share and take turns fairly and make good use of their time.
82. Pupils make good progress in their thinking skills and some of the more able, in particular, produce original ideas and answers. However, their creative and problem solving abilities are relatively underdeveloped; opportunities for them to make their own decisions and to reach their own solutions in lessons are limited.
83. Pupils in KS1 know the class targets that are set, but they are unaware of any individual targets that might help them improve. The lack of specific learning objectives in lessons also reduces their self-awareness of what they are expected to achieve.
84. Pupils are very well behaved overall and this is an outstanding feature of the school. Their behaviour and attitudes reflect the ethos of the school, which places a strong emphasis on consideration, courtesy and regard for others. All know the procedures to be followed should any form of anti-social behaviour or harassment occur and, together with their parents, they are confident that any such incidents will be dealt with quickly and efficiently. There have been no exclusions.
85. Pupils have a good awareness of equal opportunities issues and know that all individuals, regardless of their gender, colour or background, should be treated

with equal dignity and respect. This was particularly evident during the inspection.

86. The school's average attendance for the last three terms at around 95% is good and well exceeds the WAG's current target of 93%. There are no unauthorised absences, but some parents take their children out of school for holidays during term time. The large majority of pupils arrive punctually, although one or two were observed coming in late during the inspection.
87. Pupils make regular visits to different parts of the local community and they study various aspects of Tenby as part of the curriculum. They develop an effective insight into the world of work through visits, for example, from the police, the fire service and a number of other adults.

## The quality of education and training

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

#### Grade 3: Good features outweigh shortcomings

88. The findings of the inspection team differ from the Grade 2 judgement made by the school in its self-evaluation report, since some important shortcomings were identified by the team in teaching and assessment.
89. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
3%	60%	33%	3%	0%

90. These percentages are lower than the last inspection and the WAG's 2010 target that the quality of teaching should be 80% Grade 2 or better. They are also lower than national averages reported by HMCI in his latest Annual Report for 2006-2007, where nationally the quality of teaching in primary schools is Grade 2 or better in 80% of lessons.
91. Staff provide good role models for pupils and in all lessons good relationships are evident. This, together with the use of praise, ensures that pupils always try to do their best.
92. Where teaching is Grade 2 or better, the good features include:
- effective use of questioning to extend pupils' learning;
  - well explained tasks that challenge pupils appropriately;
  - efficient classroom organisation;
  - work well matched to pupils' abilities;
  - the provision of extension activities;
  - closing sessions that are well used to reinforce lesson content and to check pupils' understanding;

- effective use of computers and interactive whiteboards;
- good time management and a brisk pace to lessons;
- well structured lessons;
- previous knowledge reinforced;
- interesting and stimulating activities for pupils;
- support staff well deployed and interacting effectively with pupils to enhance their learning;
- pupils with SEN well supported; and
- resources used effectively by teachers and readily accessible to pupils.

93. Where teaching is Grade 3 or below, the shortcomings include:

- learning objectives not specified or communicated to pupils;
- tasks that do not present children with an appropriate level of challenge;
- an over emphasis on copying;
- over long lessons and activities within sessions combined with a slow pace;
- insufficient opportunities for pupils to develop problem solving and creative skills;
- tasks not well matched to pupils' abilities;
- limited opportunities for pupils to work independently;
- teaching that is over directed, too formal and lacking breadth and imagination; and
- an underdevelopment of extended and open ended questioning.

94. In addition, in the early years other specific shortcomings include:

- teaching styles not well matched to children's stage of development;
- children not actively engaged in their own learning;
- learning activities that are over prescribed; and
- insufficient opportunities to develop learning outdoors.

95. These particular shortcomings restrict children's ability to learn independently, to develop autonomy and to make choices and decisions about their learning.

96. Overall, teachers possess a sound knowledge and understanding of the subjects they teach, although key skills and the common requirements of the NC are not consistently developed.

97. Teachers provide pupils, whose first language is English, with sufficient opportunities to apply their bilingual skills across the curriculum. The use of incidental Welsh, however, is inconsistent; in some lessons it is very good, but in others it is used minimally outside normal routines.

98. Teachers ensure that no pupil is disadvantaged and they avoid any form of stereotyping and promote opportunity for all. Pupils of all ages report that they like school and are always treated fairly. Boys and girls are given equal access to all aspects of school life.

99. Teachers consider carefully the needs of pupils with SEN. Individual education plans (IEP) are prepared for them, which are implemented effectively, and their progress is well monitored. More able pupils, however, are not always sufficiently challenged.
100. Teachers' short term planning lacks detail and there is a lack of focus on learning objectives and key skills; how pupils' knowledge, understanding and skills may be extended is not clearly indicated. Planning sheets include space for assessment opportunities, but these are frequently not outlined. When they are, the assessments made are often not sufficiently precise to identify issues to be addressed, neither are they used to inform subsequent planning and teaching.
101. Assessment procedures meet statutory requirements. Baseline assessment is analysed and the information is well used to address children's strengths and areas for development. In KS1 a number of standardised assessments are used in language and mathematics. Teachers use the results of these tests well to track pupils, to monitor progress and to set end of key stage targets. The tracking record also enables the school to monitor the progress of individual pupils within levels and the information it contains is both clear and readily accessible.
102. Teachers provide useful oral feedback to pupils regularly, but marking does not generally identify what pupils know and can do, neither does it indicate what they need to do to improve.
103. Pupils are not sufficiently involved in planning their own progress and improvement. Individual targets are at times set for them together with whole class targets, but these are insufficiently specific.
104. The school has produced portfolios of pupils' work in the core subjects, which are assessed using NC levels. These provide good support for teachers when making judgements about standards. There are also portfolios of work for the foundation subjects, but the examples they contain are not levelled against NC criteria. Foundation subjects are not formally assessed.
105. Parents have sufficient opportunities to discuss their children's progress with teachers and the twice yearly consultation meetings are well attended. They receive very informative annual written reports with targets for pupil improvement and have the opportunity to respond in writing. Statutory requirements are fully met.

**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**

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

107. The curriculum is appropriately broad, balanced and relevant in both the English and Welsh medium classes and it meets the needs of the range of pupils. It complies with statutory requirements and the recommended hours per week.
108. Planning is organised and documented according to termly themes, which contain outlines of each subject or aspect to be covered. The whole school follows the same theme.
109. Schemes of work are based on the Desirable Outcomes for Children's Learning for the under-fives and the NC for KS1; they have been in place since the last inspection. In the main they do not give teachers sufficient guidance on such matters as differentiation and assessment or use of the outdoor areas. The system also makes it difficult to assure continuity and progression across the curriculum.
110. Weekly plans, while mainly uniform in nature, also lack information in most cases to ensure that all aspects of learning and cross-curricular issues are covered. Learning objectives, for example, are not clearly specified in the plans or communicated to pupils; evaluation, where it occurs, is brief.
111. Key skills and common requirements, including bilingualism, are mentioned in the introduction to the thematic schemes of work and appropriate policies for them are in place, but they are not covered in detail and, as a result, they are not embedded in the planning process. Similarly, methods to encourage independent learning, creativity and problem solving skills, for example through continual use of the outside areas in the early years, are not highlighted.
112. The school recognises, however, that the current system of planning will be completely revised with the introduction of the Foundation Phase in September 2008. This is part of the current SDP, although work on a new approach is still in the early stages of development.
113. The school makes very good provision for PSE, which forms a central part of the curriculum. Learning support assistants (LSA) are trained in circle time techniques and sessions are timetabled in each class every week. Pupils enjoy these occasions and the positive values and behaviour patterns they learn are reflected in their attitudes to school. Sex education is delivered through the science curriculum; any questions are handled sensitively.
114. An outstanding feature of the provision is that KS1 pupils are able to access a range of extra-curricular activities, for example gymnastics, bell ringing, local history and the Cook-It, science and Urdd clubs, as well as the Buzz club for the more able. These experiences enhance their knowledge and interests and the quality of learning.
115. Very good use is made of the locality, such as museums, galleries and other places of interest. Trips are also arranged throughout the school year and pupils talk animatedly about their visits. They also benefit greatly from the

large number of visitors who come to the school. These experiences are a strength of the school and they contribute significantly to pupils' learning and their personal and social development.

116. The school has a homework policy. Pupils take home spellings and reading books regularly; parents contribute to their reading records and are generally happy with the arrangements.
117. The provision for pupils' spiritual, moral, social and cultural development has some outstanding features. Acts of collective worship are enjoyable whole school occasions, which effectively reinforce the school's ethos and sense of community. Sessions are considerably enhanced by the use of Welsh and English, pupils' immaculate behaviour and their enthusiastic singing. Throughout the year special assemblies are held to which parents and governors are invited. This is a strength of the school and statutory requirements are fully met.
118. Pupils know the difference between right and wrong and show a concern for other people, living creatures and the environment. Relationship with their peers and adults are good and they take on responsibilities willingly. They are involved with fundraising for a large number of local, national and international charities throughout the year.
119. The cwricwlwm Cymreig is very well developed and the school has a prominent Welsh ethos. Displays and artefacts in corridors and classrooms enhance pupils' learning of Welsh culture and local knowledge. Use of the immediate locality as a basis for learning and for promoting a sense of belonging to the community are strong features of the school. The presence of a Welsh Language unit, the regular use of Welsh in school routines and in displays and the work of the local history club also reinforce and foster a Welsh culture.
120. The celebration of diversity and multiculturalism is less pronounced, but pupils learn about various festivals and different faiths and beliefs. In collective worship sessions they particularly learn to exercise tolerance and empathy for those who are different to themselves. In addition, the school receives an annual placement of German students from Heidelberg University, who work in the school for a number of weeks to improve their English; this enhances pupils' cultural awareness.
121. Pupils are involved in a wide range of activities relating to sustainable development and global citizenship, such as recycling and waste management. They are conscious of the need to look after their environment. The school has achieved the Bronze award for Sustainable Development and is now working towards the Silver award.
122. Partnership with parents is an outstanding feature of the school. Parents express particular satisfaction with the amount of participation they have in school, the approachability of staff and the happiness of their children. They are welcomed in to school, assist with a variety of activities and are kept well informed through termly newsletters and regular notes, although a few parents

would like more information about what their children are studying and how well they are doing. They are familiar with the complaints procedure and confident that any issues will be dealt with efficiently and promptly.

123. There is an appropriate home-school agreement, which all parents have signed and there is an active parent-teacher association (PTA), which raises considerable sums of money for the school.
124. There are many community links, which is another strength of the school. There are good relationships with local services and classes regularly visit the town. For example, the school choir performs at the opening of the parish church's Flower Festival and at Christmas pupils join with the junior school and the Salvation Army to perform at a united Church service.
125. The school has outstanding links with the Tenby family of local schools. In particular, there is a strong partnership with the receiving junior school through transition arrangements and the sharing of facilities, as well as with the neighbouring secondary school, which pupils visit for the Cook-It club. There are good relationships also with the region's teacher training institution and Pembroke College, where the LSAs train on a two day release scheme. The school also has a good link with a school in Pembroke Dock; pupils from each school visit each other, go on joint visits to places of interest and come together annually for a picnic on the beach.
126. The school has some appropriate links with businesses and industries in the area and pupils are provided with relevant opportunities to develop their entrepreneurial skills through such activities as making and selling cakes for the summer fete.

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

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

127. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
128. Pupils at the school are extremely well cared for in a warm, secure and welcoming environment. There is a very positive ethos and achievement and successes are regularly celebrated. The quality of personal support and guidance is an outstanding feature of the school.
129. Teachers know pupils well and treat them as individuals. Pupils in turn state that they are very happy in school and know what to do if they have any problems. They feel well supported by all staff, particularly by their teachers and the headteacher. Any social difficulties are addressed through procedures such as circle time.
130. All relevant policies relating to the health and welfare of pupils are in place and supervision at playtimes and lunch times is good. All supervisors know the

school rules and procedures and are supplied with a handbook outlining these. Pupils play happily together and re-enter the building in an orderly fashion.

131. The site is very safe and secure. The perimeter fencing is in good condition and gates and doors are locked once the pupils are inside; any visitors have to come to the main entrance to gain access.
132. The school is involved with other local schools and members of the community in devising a travel plan to ensure pupils follow safe routes to school and a grant has recently been secured to develop this project. A 'walking bus' is also in operation in the summer months and a new access gate to the school for pedestrians has been constructed. Some parents, however, still have major concerns about the traffic outside the school at the beginning and end of the school day and the fact that taxis come into the school drive to collect pupils. The school is continuing to monitor the situation and feasible improvements are being considered.
133. Fire equipment is checked regularly and appropriate risk assessments are undertaken. All staff are trained in first aid and know the procedures to be followed should any accidents occur; two members have more advanced certification in first aid. Parents are confident that the school will inform them immediately their child suffers any type of injury. There is an accident book, which records all incidents.
134. The school is involved in the Health Promoting Schools' initiative and has achieved the fourth phase of the Pembrokeshire Health Promoting Schools' project. Water is available for pupils to drink during the day and healthy eating is encouraged; for example, at play time the school's policy is that fruit is the only snack to be eaten. The school council is also involved in promoting the importance of sleep and exercise.
135. There are strong links with the local playgroups that feed the school. Children from these groups are invited to school concerts and induction meetings and the school choir performs for them. This ensures a happy transition and helps the children feel safe and secure once they start school.
136. The playgroup that is supported by the school and which has accommodation on the site caters for part-time nursery pupils when they are not in the school's nursery. This arrangement also helps children make a smooth transition to full-time education, as well as providing daily care facilities for working parents.
137. The school also provides 'wrap around' care through a breakfast club, which caters for pupils for around an hour before school starts; a healthy breakfast is available. In addition, there is an after school club on site, established in January 2008, which provides up to three hours care for pupils in the school and in the neighbouring junior school, whose parents cannot collect them immediately after school.
138. Transition arrangements for Y2 pupils are extremely good and well established. Pupils visit the junior school on many occasions, for example to use their

outdoor classroom, and Y3 pupils return often to the infants' school for concerts, story times and play times. Pupils state that they are excited about transferring to the junior school. This is an outstanding feature.

139. Attendance registers are completed accurately and efficiently at the start of the morning and afternoon sessions. The school has effective procedures as well as a reward scheme for encouraging good attendance and punctuality and rarely do parents fail to comply with the school's first day response system.
140. There are appropriate policies for behaviour and the school council is involved in drawing up rules of conduct. Pupils receive appropriate behaviour rewards and consequences in class and during school routines and they state that the headteacher in particular deals effectively with any problems of misbehaviour that arise. There are playground monitors from Y2, who are responsible for informing the adults on duty if anyone is hurt or misbehaving. The playground 'buddy' system also is designed to ensure that no pupil is isolated during playtimes and has a friend to play with.
141. Appropriate measures are in place to deal with bullying. Pupils know what to do if they are bullied and the school council, class councils and school staff are all aware of the need to prevent bullying in any form.
142. The school has effective procedures for child protection and staff have been trained in these. There is a designated governor and all staff have been checked according to the Criminal Records Bureau (CRB) process.
143. Each class has a class council, which meets fortnightly and which elects representatives to the school council, which meets monthly. Members of these councils are proud to represent their class and the school and their involvement provides them with a real sense of ownership and pride in their school.
144. The provision for pupils with SEN has outstanding features. Pupils with learning difficulties or other disabilities are identified early and there are extremely good tracking procedures in place, which start with the baseline assessment. The results of standardised tests are also used to identify difficulties. Pupils are monitored at regular intervals throughout the school year and formal assessments are undertaken in November and March; parents are fully involved in the process.
145. Appropriate targets are given to pupils who have IEPs in line with the All Wales Code of Practice and these are reviewed half termly by the headteacher, the SEN co-ordinator (SENCO) and the senior LSA; the latter two work alongside class teachers to ensure the IEPs are used effectively.
146. LSAs are given clear directions on the best way to provide support in relation to the targets in the IEPs and external support services are accessed at the school action plus stage, if this is considered necessary. The chair of governors is the designated governor with responsibility for SEN and he attends the school regularly to liaise with the SENCO and the headteacher.

147. Pupils with SEN are guided and supported sensitively within the classroom and in small groups according to their identified needs; those whose behaviour may impede their progress are handled sensitively and appropriately. All are fully integrated into the life of the school.
148. The more able and talented are also identified and offered the opportunity to join the after school 'Buzz Club', which provides stimulating and challenging activities to stretch their learning and intellectual abilities.
149. The school ensures that the needs of all pupils are met regardless of gender, race or ability and the quality of provision for equal opportunities and respect for diversity are effectively promoted. A race equality policy, a disability equality scheme and an accessibility plan are all in place and the school is fully accessible to any pupil or adult who is wheelchair bound or has a mobility impairment. There is also a disabled toilet.

## Leadership and management

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

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

150. The findings of the inspection team differ from the Grade 1 judgement made by the school in its self-evaluation report, since insufficient outstanding features were identified by the team and the management's impact on standards and teaching is not fully realised.
151. The school has explicit aims and values, which underpin its very positive and supportive ethos and its mission statement is prominently posted around the building. The clear sense of purpose and commitment to the welfare of everyone within the school community is clearly an outstanding feature.
152. The headteacher exerts strong and authoritative leadership and manages the school very efficiently and effectively. She is very visible around the school and is well respected by pupils, staff, governors and parents alike, who have confidence in her ability to take the school forward. She is also well regarded by the local education authority (LEA), who use her regularly to provide advice and support to other schools.
153. The deputy headteacher is supportive and fulfils an appropriate role in the management of the school. She is proactive in helping to introduce new initiatives.
154. The school's SMT, comprising the headteacher, the deputy and three current management allowance post holders, meets every month to discuss matters relating to the management of the school. Minutes of these meetings are taken and decisions and issues are fed back to staff.

155. A plan is in place for implementing the new teaching and learning responsibility (TLR) scheme, but as yet no specific members of staff have been appointed.
156. All staff work very well together as a team and relationships between them are good. Staff meetings are held every week and a record is kept of decisions and arrangements.
157. Curriculum and other types of responsibilities are allocated evenly to staff, who undertake their duties conscientiously and diligently, and newly qualified teachers (NQT) and students are effectively mentored and supported.
158. The headteacher and the deputy undertake performance management reviews for all teachers and targets are linked to personal and professional needs and school priorities, although the impact on classroom practice is generally limited. Systems are also in place for the appraisal of non-teaching staff.
159. The GB, in association with the headteacher and staff, sets challenging and realistic targets for the school and is continuing to develop its strategic role. Members are very committed and supportive and visit the school, when possible, especially if they have a particular subject or aspect role. They attend training events to increase their expertise and are aware of current national priorities and WAG initiatives. However, due to uncertainties of funding, preparation for the introduction of the Foundation Phase is underdeveloped.
160. The GB meets regularly and relevant sub-committees are in place. It is kept well informed through the headteacher's termly reports and tackles difficult issues, such as teacher redundancy, appropriately and professionally. Clear procedures are in place for dealing with any complaints.
161. Financial management is good and the school has a balanced budget with a small surplus. The finance committee meets regularly to monitor the budget with support from the LEA. The four minor recommendations in the recent auditor's report of 2007 are in the process of being addressed.
162. All necessary statutory documentation is in place and appropriately disseminated to governors and staff, although there are some minor omissions in the GB's annual report to parents.

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

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

163. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
164. The school has a very well developed system for self-evaluation and planning for improvement that involves all staff and governors. The school works closely with the LEA in ensuring procedures are rigorous and robust.

165. The headteacher monitors standards, teaching and planning on a regular basis and subject leaders observe practice in other classes every year in the core subjects and on a two year cycle in the foundation subjects; they feedback advice and suggestions for improvement orally and in writing. This process is currently under review in light of the introduction of the Foundation Phase.
166. Subject leaders also review planning and undertake an annual audit of the subjects they are responsible for and they produce action plans and targets for improvement in relation to planning, assessment, resources, staff development and pupil progress; these documents are shared with other staff and the GB.
167. The monitoring process is wide ranging and comprehensive and outcomes feed into the SDP and help to formulate whole school targets. As a result, the headteacher, the SMT and all subject co-ordinators are well informed about the performance of the areas for which they have responsibility, but the impact on actual classroom practice is not always as effective.
168. Parents, the school council and other stakeholders are asked about their views at various times and their responses are taken into account, although there has been no formal canvassing of opinions, for example through questionnaires.
169. The school uses comparative assessment information, trends over time and benchmarking data accurately and carefully to measure, analyse and evaluate its performance. With the support of the LEA, the headteacher keeps staff and governors well informed about the interpretation and use of this evidence, so that decisions about future targets and priorities are well judged.
170. The SDP is a comprehensive working document that is linked to the Common Inspection Framework. It contains realistic and challenging goals that are costed and evaluated and broken down into specific actions for identified individuals with links to the impact on standards and school performance. Progress towards the goals is reviewed regularly by the headteacher, the SMT and the GB. However, the targets are not prioritised and do not closely resemble the issues identified in this inspection.
171. The school's self-evaluation report is comprehensive and highlights relevant evidence in support of the judgements made. Progress since the last inspection and areas for further development are outlined. The report was subject to much discussion between staff and the governors before the final decisions about its content and grades were reached.
172. The inspection team agreed with the school's judgements in three of the seven key questions. Where they differed, the team awarded one grade lower. In Key Questions 1, 5 and 7 this was mainly because insufficient outstanding features were identified and in Key Question 2 it was because some shortcomings were apparent in teaching and assessment.
173. The key issues arising from the last inspection have been mainly addressed, although there is scope for continued development in some aspects. The

monitoring of standards across the curriculum is now thorough and systematic, although the impact on classroom practice is not fully effective. Whole school assessment procedures are improved, although the quality of marking and the need to involve pupils more closely in the assessment of their own work remain recommendations in this report.

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

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

174. The findings of the inspection team differ from the Grade 1 judgement made by the school in its self-evaluation report, since insufficient outstanding features were identified by the team.
175. The school benefits from sufficiently experienced and suitably qualified teachers and support staff who possess appropriate expertise to teach all aspects of the curriculum. Relationships are good between teachers and support staff and between all staff and pupils. Pupil teacher ratios are good in the early years.
176. LSAs and nursery nurses are well deployed to make optimum use of their expertise and experience to best meet the needs of learners.
177. All members of staff have clear job descriptions and undertake appropriate and relevant INSET, linked to their personal and professional development needs and school priorities. They feedback their learning to other staff, although the impact of this training is not always evident in classroom practice.
178. All other adults who work in the school are valued members of staff and positively contribute to the strong community ethos of the school. The school secretary, in particular, makes a significant contribution to school efficiency and administration and the school functions effectively from day to day.
179. The school has adopted effective procedures for managing teachers' planning, preparation and assessment (PPA) time in accordance with statutory requirements. The deputy headteacher is also provided with administration time.
180. The accommodation is maintained to a very high standard and is attractive, light and spacious. Many of the classrooms and most in the early years have direct access to the outdoor areas. Not all classrooms, however, have wet areas and one class is placed in a corridor, which does not provide learners with sufficient space; the school has plans to rectify these shortcomings. The interior of the building is enhanced by attractive displays of pupils' work, which celebrate their learning and achievements. The caretaker ensures a high level of cleanliness and pupils take pride in their school's appearance.
181. A new computer suite is well used and all classrooms have computers and an interactive whiteboard, which enhance pupils' learning. The library is very

welcoming and is well stocked with a range of attractive texts, which learners enjoy reading and browsing through.

182. The school has made considerable financial investment in developing its grounds by creating a science garden with a pond and grassed and hard surface areas. However, especially in the early years, these facilities are not integrated into pupils' daily learning experiences neither are they used in all weathers; as a result, the school is not making sufficient use of the outdoors, particularly in preparation for the Foundation Phase.
183. Resources are attractive, well cared for and readily accessible to all pupils and they meet the demands of their learning experiences. The range of resources is reviewed annually, in order to ensure that they are appropriate to pupils' needs.
184. All school initiatives are carefully costed and developments are prioritised in line with the SDP. Spending decisions are carefully considered and have resulted in visible improvements that enhance the quality of the provision. Expenditure is regularly reviewed in order to ensure that money is being well used. The amount spent on pupils is in line with the national average. Overall, the school provides good value for money.

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

185. The school has received and noted the inspection report and, while it is disappointed that Key Question 2 has been awarded a Grade 3, it is pleased that the team found that the majority of pupils make good progress and in many cases exceed their expected target levels. It also agrees with and celebrates the finding that the school consistently performs better than the majority of similar schools.
186. The staff and school's management have discussed the findings of the report at great length and there is agreement that aspects of the impending Foundation Phase could have been promoted earlier, although this has been difficult due to financial constraints. However, the whole school community is confident that there is the will and determination to move forward, due to the very positive and supportive ethos in the school and the sense of purpose and commitment held by all stakeholders,
187. Staff and governors will work together to address the recommendations listed in the report and will draw up an effective action plan to implement improvements in a positive manner.
188. The governors, pupils, teachers and parents of Tenby VC Infants' School would like to thank the inspection team for the professional way in which the inspection was conducted.

## Appendix 1

### Basic information about the school

Name of school	Tenby VC Infants' School
School type	Nursery and Infant
Age-range of pupils	3 to 7
Address of school	Heywood Lane, Tenby Pembrokeshire
Postcode	SA70 8BN
Telephone number	01834 843241

Headteacher	Mrs. Gill John
Date of appointment	1998
Chair of governors/ Appropriate authority	Mr. Don Ramsay
Registered inspector	Dr. P. David Ellis
Dates of inspection	11/3/08 – 13/3/08

## 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	42	58	62	51					213

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	8	2	10.1

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	20:1
Pupil: adult (fte) ratio in nursery classes	14:1
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	23
Teacher (fte): class ratio	1.1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Spring 2007	91%	93%	95%
Summer 2007	93%	94%	96%
Autumn 2007	88%	92%	94%

Percentage of pupils entitled to free school meals	7%
Number of pupils excluded during 12 months prior to inspection	Nil

## Appendix 3

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

National Curriculum Assessment KS1 Results 2007			Number of pupils in Y2:		50		
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher assessment	School	0	0	23	48	30
		National	0	3	14	63	20
En: reading	Teacher assessment	School	0	0	20	45	35
		National	0	4	15	55	26
En: writing	Teacher assessment	School	0	0	33	40	28
		National	0	5	16	68	11
En: speaking and listening	Teacher assessment	School	0	0	20	45	35
		National	0	2	11	64	23
Welsh: (Welsh Language Unit only)	Teacher assessment	School	0	0	10	90	0
		National	0	2	10	63	26
We: oracy	Teacher assessment	School	0	0	10	90	0
		National	0	2	10	62	26
We: reading	Teacher assessment	School	0	10	0	70	20
		National	0	2	15	60	23
We: writing	Teacher assessment	School	0	10	30	60	0
		National	0	3	19	66	12
Mathematics	Teacher assessment	School	0	2	6	60	32
		National	0	2	11	65	22
Science	Teacher assessment	School	0	0	8	60	32
		National	0	1	9	66	24

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	80%	In Wales	80.1%

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

## Appendix 4

### Evidence base of the inspection

Four inspectors plus a peer assessor spent a total of twelve inspector days in the school. There was also a nominee on the team, who was the headteacher.

The inspection team visited:

- thirty lessons or part-lessons;
- all classes; and
- three acts of collective worship.

The inspection team held meetings with:

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

The inspection team also considered:

- the school's self-evaluation report;
- sixty-eight responses to the parents'/carers' questionnaire; around 95% of answers were positive;
- a comprehensive range of documentation provided by the school before and during the inspection; and
- a variety of pupils' current and past work.

## Appendix 5

### Composition and responsibilities of the inspection team

Team member	Responsibilities
Dr. P. David Ellis Registered Inspector	Context Summary Key Question 1 Key Question 5 Key Question 6 Appendices
Mrs. Branwen Llewelyn-Jones Team Inspector	Key Question 2 Key Question 7
Mrs. Ruth Ferrier Team Inspector	Key Question 3 Key Question 4
Mr. Ivor Petherick Lay Inspector	Contributions to Key Questions 1, 3, 4 and 7
Mrs. Susan Davies Peer Assessor	Observing lessons and attending meetings
Mrs. Gill John Nominee and Headteacher	Contributing information and attending meetings School's response

### Acknowledgement

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

### Contractor

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