

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

A Report on the Quality of Education in

**Ysgol Bro Ingli
Long Street
Newport
Pembrokeshire
SA42 0TL**

School Number: 6682243

Date of Inspection: 21 April 2008

by

**Dorothy Morris
16211**

Date of Publication: 25 June 2008

Under Estyn contract number: 1121107

© Queens Printer and Controller of HMSO 2008: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The copyright in the material must be acknowledged as aforementioned and the title of the report specified.

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

Ysgol Bro Ingli 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 Ysgol Bro Ingli took place between 21/04/08 and 23/04/08. An independent team of inspectors, led by Dorothy Morris undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a **standard** inspection.

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

Contents	Page
Context	1
Summary	2
Recommendations	6
Standards	7
Key Question 1: How well do learners achieve?	7
The quality of education and training	10
Key Question 2: How effective are teaching, training and assessment?	10
Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?	12
Key Question 4: How well are learners cared for, guided and supported?	14
Leadership and management	16
Key Question 5: How effective are leadership and strategic management?	16
Key Question 6: How well do leaders and managers evaluate and improve quality and standards?	17
Key Question 7: How efficient are leaders and managers in using resources?	18
Standards achieved in subjects and areas of learning	20
Welsh first language	20
Mathematics	21
Science	21
Information technology	22
History	23
Music	24
School's response to the inspection	25
Appendices	26
1 Basic information about the school	26
2 School data and indicators	26
3 National Curriculum assessments results	27
4 Evidence base of the inspection	28
5 Composition and responsibilities of the inspection team	28

Context

The nature of the provider

1. Ysgol Bro Inqli is located in the small town of Newport, near Fishguard on the west coast of Pembrokeshire. The school serves the areas of Newport, Nevern, Dinas and Moylegrove. There are 97.5 pupils (full-time equivalent) between 3-11 years of age on the register. Pupils are admitted to the school on a part-time basis in the term following their third birthday. Pupil numbers have fallen slightly over recent years, in line with local trends.
2. According to the school, its natural catchment area is neither prosperous nor economically disadvantaged. There are 5.5% of pupils who are entitled to receive free school meals; this figure is much lower than the county and national averages.
3. Pupils are accepted from across the full range of ability. Twenty-eight (29%) have been identified by the school as having additional learning needs (ALN). This percentage is higher than the national average. No pupil has a statement of special educational need (SEN).
4. Welsh is the main medium of the school's life and work and also the main language spoken in the homes of 8% of pupils.
5. The school has gained the Basic Skills Agency Quality Mark for the third time and has succeeded in obtaining Investors in People accreditation for the second time.
6. The current headteacher was appointed to her post in September 1997. The school was last inspected in May, 2002. During the inspection, supply teachers taught two classes.

The school's priorities and targets

7. The school's main aim is to provide an education that will meet the needs of each pupil, helping them to attain their full potential. This education should enable them to live confidently and constructively within the community of which they are a part.
8. The school's main priorities and targets for 2008 include:
 - continue to prepare for the Foundation phase;
 - improve the school grounds to provide additional learning facilities;
 - continue to develop the provision for pupils with ALN;
 - continue to develop pupils' learning skills; and
 - provide opportunities for pupils to become involved in the work of Business and Enterprise.

Summary

9. This is a school with many good features. It succeeds in creating a caring and supportive environment for its pupils that effectively promotes their learning and development. Since the last inspection, the school has maintained the good standards in many of the subjects inspected, and succeeded in improving the quality of the educational provision further in aspects of its work.
10. The self-evaluation report, written by the headteacher, governing body and teachers prior to the inspection, is clear and coherent. The inspection team agreed with the school's judgement in five of the seven key questions, awarding a lower grade to two key questions where aspects of provision require further development.

Table of grades awarded

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

Standards

11. In the lessons inspected, pupils' standards of achievement are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
11%	78%	11%	0%	0%

12. The school satisfies the Welsh Assembly Government's (WAG) target for 2010, namely that the quality of learning assessed by Estyn is to be Grade 3 or better in 98% of classes. The figures are also higher than the national figures published in the Chief Inspector's latest Annual Report for 2006-2007, which states that standards are Grade 1 or Grade 2 overall in 80% of the lessons inspected. The figures are also higher than the 10% awarded a Grade 1.

Early Years

13. The quality of the provision for children under five years of age is appropriate for their needs, and children make good progress towards the Desirable Outcomes for Children's Learning.

Grades for standards in the subjects inspected

14. In key stages 1 and 2, pupils' standards of achievement in the subjects inspected are as follows:

Subject	Key Stage 1	Key Stage 2
Welsh	Grade 2	Grade 2
Mathematics	Grade 2	Grade 2
Science	Grade 2	Grade 2
Information technology	Grade 2	Grade 2
History	Grade 2	Grade 2
Music	Grade 2	Grade 2

15. The education provided by the school meets the needs and range of pupils effectively. Pupils, including those with ALN, make good progress in their learning.
16. Over the years, results of baseline assessments have shown that children's attainments on entry to the school are broad. They make continuous progress and achieve good standards in listening, speaking, early reading, writing and numeracy skills, and in using information and communications technology (ICT) skills. The development of their personal and social education (PSE) skills, and their learning skills, is also good.
17. In both key stages, good features outweigh shortcomings in pupils' standards and progress in using their literacy, numeracy and ICT skills across the curriculum. Pupils use these skills appropriately whilst undertaking a broad range of tasks and the best work is of a good standard, especially in Welsh, English and ICT in key stage 2. In general, pupils do not develop and extend their key skills consistently across the key stages.
18. Pupils' standards in their bilingual competency show outstanding progress. By the end of key stage 2, pupils are competent in both English and Welsh.
19. In the National Curriculum (NC) assessments in 2007, pupils' attainments in key stage 1, according to teacher assessment, in Welsh, mathematics and science were higher than the county and national averages. In comparison with similar schools across Wales, on the basis of free school meals, pupils' attainments were in the highest 25% in mathematics and science and in the lowest 50% in Welsh. There were no significant differences between the performance of boys and girls.
20. In the NC assessments in 2007, pupils' attainments in key stage 2, according to teacher assessment, were higher than the county and national averages in English and Welsh; they were similar in science but lower in mathematics. In comparison with similar schools across Wales, on the basis of free school meals, pupils' attainments were in the lowest 50% in Welsh, English and science and in the lowest 25% in mathematics. The class included a high percentage of pupils with ALN, some 54%, a significant factor and clearly affecting the results. There were no significant differences between the performance of boys and girls.
21. Pupils make outstanding progress in their personal and social skills. They are fully motivated and work productively in lessons, concentrating well on their tasks over an extended period. They make good progress towards attaining their potential.

22. In the best practice, pupils make good progress in their ability to work independently and in taking responsibility for their own work. Older pupils, for example, can organise their own work, solve problems and make decisions confidently. Pupils show good development in their creative skills throughout the school.
23. Pupils' spiritual, moral, social and cultural development is very good. Pupils respect other cultural and social traditions and have a good awareness of equal opportunities issues.
24. Pupils have personal targets for their further development. Older pupils can discuss their work confidently and know what they need to do next in order to improve the quality of their work. Overall, pupils' ability to evaluate their own work and to identify what they need to do to improve is insufficiently developed.
25. Pupils' behaviour is good. This is evident during acts of collective worship, lunchtimes and in the way they move around the school in an orderly manner. Pupils have a clear understanding of what is expected of them.
26. Pupils' knowledge of environmental, conservational and global issues is good with the older pupils showing a mature understanding of the important aspects. Pupils have a clear sense of ownership of the school and its environment and a sense of responsibility for them.
27. The school's attendance level over the three terms prior to the inspection is 95% which is higher than the national and local averages. Pupils attend the school regularly and are punctual in the morning. Registration procedures conform to the current requirements.
28. Pupils' knowledge of community life in their area is good, and they contribute to many local events. Through visits and the contribution of visitors to the curriculum, pupils have a good awareness of the world of work in their area.

The quality of education and training

Grades for teaching

29. In the lessons observed, the quality of teaching is as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
5%	81%	14%	0%	0%

30. The school satisfies the WAG's targets for 2010, namely that the quality of teaching assessed by Estyn is Grade 2 or better in 80% of lessons. These figures also correspond to the national findings as reported in the Chief Inspector's Annual Report for 2006-7, which states that the quality of teaching is Grade 1 or Grade 2 overall in 80% of lessons inspected. However, they are below the 14% judged to be Grade 1.
31. The good and outstanding features in the teaching include high expectations across the curriculum, thorough direct teaching and effective interaction between teachers and pupils. Where there are shortcomings in the teaching, lesson introductions are too long and the tasks provided do not always match the wide range of learning needs within each class.
32. The good features in assessment procedures outweigh the shortcomings. The school has a wide variety of procedures for assessing and recording pupils'

progress. Even so, teachers do not use the information gained sufficiently to plan teaching and learning for the future. Annual reports on pupils' progress are of a good quality and include useful information for parents on their children's achievements in each subject.

33. There are outstanding features to the learning experiences provided for pupils. The school provides a broad and balanced curriculum that includes all the statutory requirements. Pupils' learning is effectively enriched by a wide variety of educational visits, extra-curricular activities and the good use of partnerships that improve pupils' learning experiences and contribute significantly towards raising standards.
34. A good feature of the provision is the emphasis on developing pupils' key skills and the school has gained the Basic Skills Agency Quality Mark for the third time. Even so, there is not always sufficient planning to ensure that the pupils' literacy, numeracy and ICT skills in their work across the curriculum are developed progressively across the school.
35. Pupils' spiritual, moral, social and cultural development is promoted successfully and is an outstanding feature of the provision. There is a high profile to the daily act of collective worship at the school. They make a good contribution to pupils' spiritual development, their understanding of moral issues and promote respect towards the people around them and the environment.
36. There is a strong Welsh ethos in this school. The planning and the provision to promote pupils' bilingual skills is an outstanding feature. The school places good emphasis on developing pupils' understanding of Welsh culture and heritage.
37. Partnerships with parents are good. Parents are very supportive of the school, and express a high level of satisfaction with the education their children receive. They contribute generously towards improving the supply of resources at the school. Partnerships with other schools and agencies are also good.
38. The numerous links with the local community contribute substantially towards pupils' learning in a number of curricular areas. Visitors to the school include professional artists, drama groups, community workers, craftspeople and musicians. They all make a very valuable contribution in extending the range of experiences offered to pupils. This is an outstanding feature.
39. There are outstanding features to the pastoral care, support and guidance offered to pupils. This is an inclusive school that pays good attention to the well-being of pupils. There are clear policies and procedures relating to health and safety, including fire safety and first aid. Supervision during break times is good, and risk assessments are undertaken before trips and visits. There is an appropriate policy for child protection and staff are aware of the guidance in the policy. There is good provision for promoting health education and for promoting healthy eating and living practices.
40. There are outstanding features to the provision for pupils with ALN. The provision fully complies with the requirements of the Code of Practice. Teachers and staff know their pupils very well and this is a strength in the school. Good use is made of the expertise of support staff to provide support for pupils as individuals and as members of their groups in class. These pupils are fully included in the life and work of the school and make good progress.

Leadership and management

41. The headteacher provides strong leadership and management that steers school improvement highly effectively. The staff, governors and parents are aware of her values, which are very well reflected in the work of the school. The deputy headteacher provides effective support and is a good role model for colleagues.
42. The school development plan (SDP) sets realistic objectives and targets that are based on the school's needs. The budget is carefully managed, and spending corresponds closely to the school's targets. The school is making good progress towards achieving its main priorities.
43. The headteacher, staff and governors are committed to improving standards and a constructive monitoring programme has been drawn up that provides useful information on the quality of the provision. Nevertheless, the monitoring of pupils' standards of achievement is not a consistent feature in the programme.
44. The governing body is very supportive and makes a full contribution to the life and work of the school. Members have a good awareness of the school's current needs and are contributing effectively to the strategic planning processes. They are developing their role in monitoring the quality of the provision appropriately. Even so, the role of monitoring pupils' standards of achievement is insufficiently developed. Good attention is paid to the statutory requirements in the school's documentation.
45. The school has made good progress since the last inspection, and has successfully addressed the key issues identified in the report.
46. Resources are managed and used well. There are sufficient experienced teachers with appropriate qualifications to undertake the school's work. There is a sufficient number of learning support staff and they are used very effectively. Parents voiced their concerns in the parents meeting regarding the teaching arrangement in one of the classes in key stage 2 that is taught by more than one teacher during the week. During the inspection, no evidence was seen that this arrangement impairs pupils' development. The headteacher is aware that the situation needs to be monitored in order to ensure that the joint planning and collaboration between these teachers continues.
47. There is a good supply of teaching resources and they are used effectively to facilitate the teaching and learning. The school building and the site provide outstanding learning facilities for the pupils. The headteacher and the finance sub-committee review and monitor expenditure regularly, enabling the school to provide good value for money.

Recommendations

In order to develop further, the school needs to:

- R1. extend the good features of the teaching more consistently across the provision in order to raise standards further;
- R2. strengthen whole school planning to develop pupils' key skills more consistently across the school;

- R3. further develop the assessment procedures and strengthen the link between the outcomes of the process and the planning for teaching and learning;
- R4. develop the self-evaluation procedures further, focussing more consistently on evaluating pupils' standards of achievement.

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

48. The findings of the inspection team agree with the school's judgement in its self-evaluation report.
49. In the lessons inspected, pupils' standards of achievement are as follows:

Pupils' standards of achievement	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	11%	78%	11%	0%	0%

50. The school satisfies the WAG target for 2010, namely that the quality of learning assessed by Estyn is to be Grade 3 or better in 98% of classes. The figures are also higher than the national figures published in the Chief Inspector's latest Annual Report for 2006-2007, which states that standards are Grade 1 and Grade 2 overall in 80% of the lessons inspected. The figures are also higher than the 10% awarded a Grade 1.

Early Years

51. The quality of the provision for children under five years of age is appropriate for their needs, and children make good progress towards the Desirable Outcomes for Children's Learning.

Grades for standards in the subjects inspected

52. In key stages 1 and 2, pupils' standards of achievement in the subjects inspected are as follows:

Subject	Key Stage 1	Key Stage 2
Welsh	Grade 2	Grade 2
Mathematics	Grade 2	Grade 2
Science	Grade 2	Grade 2
Information technology	Grade 2	Grade 2
History	Grade 2	Grade 2
Music	Grade 2	Grade 2

53. In the subjects inspected, pupils make good progress towards attaining their potential and achieve the agreed learning goals. Pupils with ALN make good progress in line with their targets.

54. Over the years, the results of baseline assessments for children under five years of age show that their attainments on entry to the school are broad. Children's standards and progress in their listening, speaking, early reading, writing and numeracy skills and in using ICT skills are good. Their PSE skills and their learning skills are also good.
55. In both key stages, pupils make appropriate use of their Welsh literacy skills in their work across the subjects and the best work is of a good standard with examples of very good standards in key stage 2. The majority of pupils speak clearly and confidently and use extended vocabulary with understanding. They make appropriate use of their reading skills to gather information and write for a good range of purposes. In key stage 2, the handwriting and presentation skills of the majority of pupils are of a high standard. In key stage 2, pupils' English skills are good and very good in the work of the most able pupils.
56. In key stage 1, pupils' numeracy and ICT standards across the curriculum are uneven with the best work of a good standard. In key stage 2, pupils make progress in the appropriate use of their numeracy skills when undertaking practical tasks and the best work is of a good standard. Pupils' ICT skills are good. Pupils confidently use a range of software for different purposes in other subjects such as history, mathematics and music. In general, pupils do not develop and improve their key skills consistently across the school.
57. In the NC assessments in 2007, pupils' attainments in key stage 1, according to teacher assessment, in Welsh, mathematics and science were higher than the county and national averages. In comparison with similar schools across Wales, on the basis of free school meals, pupils' attainments were in the highest 25% in mathematics and science and in the lowest 50% in Welsh. Over the last three years, pupils' attainments overall have been amongst the highest 50% of schools. Even so, the proportion of pupils attaining the higher level, namely level 3, in the core subjects is lower than the national average in each subject. There were no significant differences between the performance of boys and girls.
58. In the NC assessments in 2007, pupils' attainments in key stage 2, according to teacher assessment, were higher than the county and national averages in English and Welsh; they were similar in science but lower in mathematics. In comparison with similar schools across Wales, on the basis of free school meals, pupils' attainments were in the lowest 50% in Welsh, English and science and in the lowest 25% in mathematics. The proportion of pupils attaining the higher level, namely level 5, in these subjects is lower than the national averages. The very high percentage of pupils with ALN, some 54%, was a significant factor and clearly affected the results. Over the last three years, pupils' attainments overall were amongst the lowest 25% of schools. Again, school data confirms the high level of pupils with ALN in each cohort. There is no significant difference between the performance of boys and girls.
59. Pupils show outstanding progress in their personal and social skills and in their ability to work together. Pupils of all ages work together effectively in pairs and in groups.
60. In the best practice, pupils take responsibility for aspects of their learning, organising their own work effectively. In key stage 2, older pupils arrange their work confidently, sharing their tasks and listening well to each other's opinions.

61. A clear and enjoyable feature of school life is pupils' positive attitude towards learning, their interest in their work and their ability to concentrate. There is a work ethos here and pupils respond enthusiastically in class.
62. Overall, there is good progress in pupils' research and problem-solving skills in aspects of subjects such as mathematics, information technology and history. Pupils display good development in their creative skills throughout the school.
63. Pupils' bilingual competency is developing very well and is an outstanding feature. By the end of key stage 2, pupils almost without exception, communicate readily both orally and in writing in English and Welsh.
64. Pupils have personal targets for their further development. Older pupils can discuss the particular strengths and weaknesses in their work and know what they need to do next in order to improve the quality of their work. Overall, pupils' ability to evaluate their own work and to identify what they need to do to improve it is insufficiently developed. This is an area appropriately identified by the school to be developed further.
65. Pupils' spiritual, moral, social and cultural development is very good. They succeed well in developing their spiritual and moral awareness through leading and contributing to collective worship sessions. They show concern and empathy with others in line with their age. One way in which they display this is through collecting sums of money for worthy causes. They are aware of the importance of fairness, social justice and equal opportunities.
66. There is good progress in pupils' cultural development as they become involved in Urdd activities and as they learn about Welsh artists and famous people in subjects such as art, music and history. Pupils are familiar with the circumstances, traditions and culture of others through their studies across the curriculum and the contribution of visitors to the topics in question.
67. Through their studies across the curriculum and specific projects, pupils' have a good knowledge of sustainability with the older pupils in particular showing a mature and thorough understanding of the principles of conservation and global issues.
68. Pupils have a variety of responsibilities in the life of the school, such as involvement in the morning assembly and helping in class. Membership of the school council enables pupils to foster valuable social skills and effectively promote their knowledge of citizenship.
69. Pupils' behaviour is good. They are courteous with staff and welcoming towards visitors. Pupils of all ages play together happily. The majority move from one activity to the next in an orderly manner and understand and respect the school's high expectations.
70. Pupils' have a good knowledge of community life in their area and contribute to many local events. Links and numerous visits to the local community effectively develop pupils' recognition of the history, culture and environment of their locality. Through visits and the contribution of visitors who come to the school, pupils have a good awareness of the world of work in their area. Through specific activities, such as planning, creating and selling calendars and greetings cards, pupils' entrepreneurial skills are developing well.

71. The school's attendance percentage over the three terms prior to the inspection is 95%. This is higher than the national and local averages for pupils of primary school age. Pupils arrive at the school punctually and the daily timetable runs smoothly. Registration procedures conform to the current requirements.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

72. The findings of the inspection team agree with the school's judgement in its self-evaluation report.

73. In the lessons observed, the quality of teaching is as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
5%	81%	14%	0%	0%

74. The school satisfies the WAG's targets for 2010, namely that the quality of teaching assessed by Estyn is Grade 2 or better in 80% of lessons. These figures also correspond to the national findings as reported in the Chief Inspector's Annual Report for 2006-7, which states that the quality of teaching is Grade 1 or Grade 2 overall in 80% of lessons inspected. However, they are below the 14% judged to be Grade 1.
75. Overall, teachers have a good knowledge of the NC, religious education and the Desirable Outcomes for Children's Learning. This is reflected in the process of planning and preparing lessons. Teachers use a range of teaching methods and suitable resources which are appropriate to the activities provided.
76. Teachers and support staff work together effectively to provide very good support for pupils. They create a positive working ethos in their classes.
77. Teaching promotes pupils' bilingual development successfully and is an outstanding feature of the teachers' work. Teachers use a variety of appropriate strategies to extend pupils' communication skills and take advantage of every opportunity to develop the *Cwricwlwm Cymreig* within subjects.
78. Teachers challenge stereotypical images and opinions successfully and all pupils are encouraged to contribute to the full range of activities provided. Teachers monitor and review their pupils' work constantly.
79. Lessons are planned appropriately to ensure a good range of activities. In the best practice, the planning ensures that tasks appropriately match the learning needs of pupils of mixed age and ability within classes. This practice is not consistent throughout the school.
80. The outstanding features in the teaching observed include:
- outstanding interaction between teachers and pupils; and
 - very good opportunities for pupils to research and foster independence as learners.
81. Good features in the teaching observed include:
- lessons with clear objectives that are shared with pupils;

- effective direct teaching and good questioning;
 - good use of individual work, pair work, group work and whole-class work; and
 - full sessions at the end of lessons that offer pupils good opportunities to reflect on the lesson and reinforce their understanding.
82. The most common shortcomings in the teaching include:
- long introductions at the beginning of lessons;
 - tasks that do not always match the wide range of pupils' learning needs, especially the more able pupils;
 - over-use of worksheets; and
 - inconsistent opportunities for pupils to develop and extend their ICT skills across the school.
83. The good features in assessing and recording pupils' progress outweigh the shortcomings. There are appropriate whole-school procedures in place and regular testing of pupils' progress in the core subjects, which provide useful information on pupils' achievements. The assessment and recording of pupils' progress in the foundation subjects are more informal in nature.
84. Assessment and reporting procedures satisfy the statutory requirements. Baseline assessments are undertaken correctly and targets are set for further development. National assessment outcomes are reported to parents at the end of both key stages and a thorough assessment, report and review is undertaken of the needs of pupils with ALN.
85. A detailed record is kept of assessment and test results for the class teachers and subject co-ordinators. Good use is made of the information gathered to recognise the strengths and weaknesses of individual pupils and suitable programmes are arranged for pupils with ALN. Even so, there is insufficient use of the information gathered to plan teaching and learning across all abilities.
86. Pupils' work is marked regularly. The codes used in key stage 2 are useful for pupils, and teachers' comments offer general encouragement. In the best practice, teachers' written comments explain well to pupils how they can improve their work.
87. Targets for improvement are set for pupils in mathematics, Welsh and English. A record is kept of these targets in pupils' workbooks and are regularly reviewed and discussed in meetings with parents. In some classes, checklists are used to encourage pupils to evaluate their own work in order to foster self-assessment skills, but this work has not been sufficiently developed across the school.
88. Subject portfolios in mathematics, science and language offer teachers useful examples of work that has been assessed to show the levels that should be achieved. The collaborative working in the cluster to standardise and moderate assessments is a good feature.
89. Annual reports to parents fulfil the statutory requirements. They identify pupils' achievements and skills in each subject and identify targets for improvement in the core subjects. Parents appreciate the opportunities they receive in formal

meetings to receive information and to discuss their children's needs and progress.

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

Grade 1: Good with outstanding features

90. The findings of the inspection team agree with the school's judgement in its self-evaluation report. Outstanding features in the provision include the rich curriculum offered to pupils, the very good focus on promoting pupils' spiritual, moral, social and cultural development, and the successful use of partnerships that enrich the school's work and improves pupils' experiences and standards of achievement.
91. The school responds well to pupils' learning needs and offers them equal opportunities to take advantage of a broad and rich curriculum in the Early Years and across the key stages.
92. The curriculum satisfies the requirements of the NC and religious education. There are appropriate policies and schemes of work in place that promote continuity and progression in the learning across the key stages.
93. The overall quality of the educational provision for the under-fives is appropriate for their needs and children make good progress towards the Desirable Outcomes for Children's Learning. A good variety of appropriate experiences and activities are provided, in the classroom and outside, which satisfy the needs of young children well.
94. There are outstanding features to the provision for pupils with ALN. Pupils are supported very well, either in the classroom or through the system of withdrawal sessions.
95. A good feature of the provision is the emphasis on developing pupils' key skills and the school has gained the Basic Skills Agency Quality Mark for the third time. Teachers' planning identifies opportunities for pupils to develop their key skills and good examples of this were seen in key stage 2 classes. Even so, whole-school planning does not ensure that the pupils' literacy, numeracy and ICT skills in their work across the curriculum are developed progressively across the school.
96. Pupils' bilingual competency is developed very successfully and this is an outstanding feature of the provision. The curricular provision, together with the school's daily activities, promotes pupils' bilingual skills very well. In addition, pupils have a variety of opportunities to develop their linguistic skills through taking part in activities such as the Urdd Eisteddfod, concerts and assemblies, *Menter Iaith* activities, *Theatr Arad Goch* and a range of residential visits.
97. Very good emphasis is placed on the *Cwricwlwm Cymreig* in class work, extra-curricular activities and in community activities. Visits to museums, the National Library and places of historical interest, such as Castell Henllys, enrich pupils' awareness of their culture and heritage very effectively.
98. Pupils' awareness and understanding of other cultures is promoted well through their curricular studies. Parents from different ethnic backgrounds are invited

into the school giving the pupils good opportunities to develop knowledge and receive a variety of experiences, such as dance, cooking and music, from other cultures.

99. There are outstanding features to the wide range of extra-curricular activities provided, visits in the community and visitors to the school that all enrich pupils' learning experiences very effectively. Pupils' learning experiences are extended through participating in activities in the after school clubs such as the Urdd, gardening club, computer club for girls, sports club and cookery club. Activities also include residential visits to the Urdd camp at Llangrannog and the Urdd Centre in Cardiff, as well as visits locally and beyond linked to the class themes.
100. The numerous links with the local community are effective and contribute substantially towards pupils' learning in a number of curricular areas. Visitors to the school include professional artists, drama groups, community workers, craftspeople, historians and musicians. They all make a very valuable contribution in extending the range of experiences offered to pupils.
101. There are outstanding features to the provision for the development of pupils' moral, social and cultural development. The school's sessions of collective worship make a very good contribution to pupils' understanding of spiritual and moral issues helping them to respect truth and justice.
102. The policy and scheme of work for PSE satisfies the current requirements and are effectively implemented. 'Circle time' enables pupils to discuss and consider topics highly effectively. They learn to express their feelings and show empathy towards each other. This is an outstanding feature. Pupils are encouraged to think about others and to play an active part in community activities and events and to raise money for different types of charities both locally and nationally.
103. The quality of the provision with regard to education for sustainable development and global citizenship is good and is fully embedded in the school's life and work. The school makes every effort to operate in a sustainable way and pupils are very effectively involved in recycling and composting schemes, establishing a garden, planting trees and important visits such as to the Brithdir Alternative Power Station. Pupils have a clear sense of ownership of the school and its environment and a responsibility for it.
104. Partnerships with parents are good and enrich the school's life and work. The school serves a very wide area and succeeds in creating and maintaining very good links with all the communities through, for example, holding services in the chapels in the communities. Parents are very supportive of the school, and express a high level of satisfaction with the education their children receive in a caring environment. Many of them give freely of their time to support activities and to raise money for the school. The constructive home/school agreement received a good reception amongst the parents.
105. Curricular partnerships with primary and secondary schools are good. Joint activities are arranged, such as standardising core subject assessments and preparing curricular packages. End of term visits to the secondary school and induction courses offer valuable experiences for the pupils. There is an effective partnership with Pembrokeshire College and the school regularly receives students from the childcare course.

106. The provision for pupils' health education is good. The school has received the third leaf in the Healthy Schools scheme and implemented projects such as Cymru Cooks.
107. Pupils' awareness of the world of work is developed effectively through using the Dynamo activities pack, the PSE programme and visits to local businesses as part of the thematic work. Their entrepreneurial skills are developing well. A small business was established to plan, produce and sell produce, such as greetings cards and calendars. Good experiences have been provided for pupils as they address important aspects of running a business, including contacting specialists in the field as well as local businesses.
108. The school is successful in laying the foundations for life long learning and community regeneration through aspects such as developing pupils to be confident learners, the breadth and quality of learning opportunities offered, the attention to health education and the focus on the importance of community links.

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

Grade 1: Good with outstanding features
--

109. The findings of the inspection team agree with the school's judgement in its self-evaluation report. The outstanding features of the provision include the teachers' thorough knowledge of pupils' different needs, the high quality of care, support and guidance all the pupils receive, and the high priority given to ensuring the same educational and social opportunities for each pupil.
110. The school is a caring and inclusive community and all staff know the pupils very well. The school operates a very effective system of care and support that permeates all aspects of its work.
111. Parents agree that the school guides and cares for their children in a supportive way. Parents and carers can contact the school and voice their concerns regarding their children.
112. There are good arrangements for ensuring that new pupils settle in quickly in their new environment. Questionnaires are given to new parents and they are welcomed to a coffee morning at the school.
113. There is good provision for promoting pupils' education for health and well-being. The school works closely with parents, carers and the support services on matters relating to pupils' well-being. The policies and procedures for first aid, sex education, racial equality and fire safety are in place and known to all. The school has suitable procedures for dealing with complaints and appeals.
114. Child protection policies are clearly recorded and meet the current requirements. Nominated individuals, including governors, have designated responsibilities. All staff at the school receive appropriate training and information in matters relating to child protection.
115. School policies and all procedures relating to attendance are in place. Registers and the procedures conform to the current requirements. Any cause for concern is investigated and monitoring is good. There is good collaboration with the welfare officer.

116. The school successfully encourages and enables pupils to be healthy and promotes regular exercise and a healthy diet. There is a strong emphasis on all aspects of health education and promoting a healthier way of living permeates the curriculum and is evident in the daily routines.
117. Teachers and ancillary staff are aware of their responsibilities and fulfil them very well. Pupils are carefully supervised during play times, lunch breaks and at the beginning and end of the school day. There are clear procedures that are recorded effectively for health and safety matters. Even so, one matter currently receiving the governing body's attention was discussed further.
118. Sound policies and procedures are in place to ensure good behaviour. Good behaviour is praised and rewarded and there are clear strategies for responding to misbehaviour.
119. There are outstanding features to the quality of personal support and guidance provided for pupils. Each pupil has full access to the school's PSE programme. Daily routines encourage pupils to take responsibility for their own actions and to respect the opinions of other people.
120. There are outstanding features to the provision for pupils with ALN and it complies with the requirements of the Code of Practice. Pupils with ALN are fully included in the life and work of the school. There are effective whole-school policies and each member of staff and the governing body is fully committed to their implementation. This is a strength of the school.
121. Thirty-eight pupils have been placed on the school's ALN register and they all receive support and guidance of a high standard from the class teacher, the learning support assistants and the SEN teacher who visits the school. There are effective procedures for identifying individual learning needs and pupils' individual education plans include the necessary detail. Attainable targets are clearly identified in the planning.
122. The quality of the support provided for pupils and the special liaison between the staff are strengths in the school. The skills and training the staff have gleaned for their individual duties and roles enable them to provide support of a high quality for pupils.
123. The ALN co-ordinator administers the provision with obvious expertise. There are exceptional features in the management of the provision that encourages each colleague to be a full and active partner in supporting pupils with ALN. The whole process is well documented and the provision and progress clearly recorded. Pupils make good progress in line with their ability and stage of development.
124. Good support with a specific focus is provided in group withdrawal sessions that are very effectively led by an experienced ALN learning support assistant. These pupils are also offered support in their groups in class. This is good practice.
125. Pupils receive every opportunity to benefit from the curriculum and are fully integrated in the life and work of the school. The school works well with parents and outside bodies in order to review the progress made by the pupils and in achieving identified needs. The designated governors have a good understanding of the school's provision for ALN.

126. The school council works effectively. The opportunity to be a member of the school council is valued by the pupils and promotes their understanding of citizenship. It also offers pupils good opportunities to contribute towards school decisions that affect them.
127. The school is a friendly and welcoming community and its policies and practices promote equal opportunities and diversity very effectively. The school's racial equality policy satisfies current requirements and governors are regularly updated.
128. Pupils are taught to value and respect diversity. The provision for support and guidance recognises pupils' various backgrounds and needs. Pupils learn of the importance and need for respect and tolerance through their curricular work and collective worship. Boys and girls receive equal opportunities to benefit from all the school's activities. Good opportunities are offered to newcomers to benefit from Welsh language courses at the language Centre for two days a week for a term.
129. The school has a Disability Equality Scheme and an action plan that outlines the curriculum provided, gives information of the overall provision and identifies plans to improve the provision further.

Leadership and management

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

Grade 2: Good features and no important shortcomings

130. The findings of the inspection team do not match the Grade 1 judgement awarded by the school in its self-evaluation report. The outstanding features in the provision are recognised but a few aspects are underdeveloped.
131. There is a general sense of purpose amongst staff and governors at the school to provide the best for the pupils. The shared sense of purpose, and the ethos of working together as a team, is an outstanding feature.
132. The school is led with strong vision and direction by an experienced headteacher. She offers clear and successful direction through values, aims and objectives that are fully understood by all who are involved in providing education for the pupils attending the school. High priority is given to raising pupils' standards of achievement and to developing their personal and social skills, and their learning skills.
133. The headteacher is very clear about the school's future direction to ensure further improvement. She works effectively with the deputy and the staff, a relationship which is based on trust and respect. She ensures that each member of staff has a contribution to make. The deputy headteacher provides effective support and is a good role-model for colleagues.
134. The school gives good consideration to a number of national priorities, including developing the Healthy Schools initiative and the PSE programme. The school council works successfully and helps pupils to contribute towards decisions that affect them. The school succeeds in raising standards in literacy and numeracy and has gained the Basic Skills Agency Quality Mark. Recent expenditure on new IT resources is contributing towards good standards within the school. Staff in the early years effectively implement the recommendations of the Foundation

- Phase. Good attention is paid to the professional development of staff and the school has succeeded in gaining Investors in People accreditation.
135. The school works effectively with a number of partners, including primary and secondary schools in the area, on initiatives such as staff training, transfer arrangements and curricular activities.
 136. Teachers fulfil their curricular and management responsibilities effectively. They undertake their monitoring and evaluation conscientiously and support each other well. Even so, there is insufficient attention to consistently evaluating pupils' standards of achievement.
 137. Performance management procedures are in place and satisfy national requirements. They include evaluations of the work of members of staff that contribute effectively to their professional development and to the development of the SDP.
 138. There are suitable processes for setting pupils' targets at the end of both key stages. Targets are achievable and based on the likely performance of each pupil. Staff analyse the school's NC assessment results appropriately according to county and national outcomes and introduce strategies to secure further improvements.
 139. The governing body meets regularly and undertakes its regulatory and legal responsibilities effectively. Members discuss all aspects of the school's work in meetings of the full governing body and its sub-committees. They have adopted appropriate management policies and attend training courses arranged by the LEA. They receive guidance on professional matters from the headteacher and the LEA's education officers.
 140. The role of the governors in monitoring provision is developing appropriately through receiving reports from the headteacher. Individual governors have subject responsibilities and meet with the co-ordinators responsible. They learn about policies and practice and report back orally to the full governing body. Their role in monitoring standards of achievement is insufficiently developed.

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

Grade 2: Good features and no important shortcomings

141. The findings of the inspection team do not match the Grade 1 judgement awarded by the school in its self-evaluation report. Not enough features of outstanding quality were seen in the provision and one aspect relating to the evaluation of standards is underdeveloped.
142. There is a clear commitment amongst the headteacher, staff and governors to the raising of standards. A culture of self-evaluation has been long established at the school with effective procedures in place that are comprehensive and based on a wide range of evidence. A clear monitoring programme has been established which ensures that the monitoring of the core and foundation subjects are an integral part of the programme.
143. Subject development responsibilities have been shared amongst the teaching staff and co-ordinators undertake their planning, advisory and supporting

responsibilities effectively. They form clear judgements on the quality of the provision in their areas of responsibility following discussions with pupils and staff, and a scrutiny of pupils' work. Even so, the evaluating of pupils' standards of achievement is not a consistent feature of the programme.

144. The self-evaluation report drawn up by the school is comprehensive and clear. The document is appropriately based on the inspection framework and comments use appropriate evidence, such as school procedures, records and documentation. The inspection team agreed with the school's judgements in five out of the seven key questions. In each case where there was a difference, the inspection team awarded a lower grade than the Grade 1 awarded by the school as some shortcomings were identified.
145. Through extensive discussions, staff and governors have contributed towards the document that summarises the school's self-evaluation findings. Appropriate arrangements have been established to enable parents and the pupils themselves to express an opinion and offer oral and written suggestions on the quality of the provision.
146. The headteacher undertakes a detailed analysis of NC assessments and the school's test results. Results of NC assessments are analysed according to county and national outcomes. As a result of this analysis, with the support of the LEA education officer, appropriate targets are set for improvement. School data shows that the school succeeds in achieving the targets set.
147. The SDP, which is a three-year plan, is an effective document. The priorities identified within it are current and many have already been achieved. Appropriate processes are used in order to set suitable targets, and the headteacher and the governing body effectively analyse the implementation of the action plans. Consistent progress is made in addressing the main targets set, and improvements can be seen in areas such as developing the provision for pupils with ALN and improving the supply of ICT equipment. Clear links are developing between the findings of the self-evaluation process and the priorities in the SDP.
148. The action plans for the SDP include clear targets, overall costing, timescales and criteria for measuring success. The budget is carefully managed and spending is closely linked with the school's main priorities.
149. The school has paid good attention to the key issues for action identified in the previous report. It has succeeded in improving pupils' progress and achievement in their use of Welsh across the curriculum in key stage 2, the SDP includes long-term plans and targets, and there is a monitoring programme in place.

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

Grade 2: Good features and no important shortcomings

150. The findings of the inspection team agree with the judgement of the school in its self-evaluation report.
151. The number of teachers is sufficient for the size of the school and they have suitable qualifications for the age range they are teaching. Teachers have responsibility for teaching classes and co-ordinating their specialist subjects.

152. Parents voiced their concerns in the parents meeting regarding the teaching arrangement in one of the classes in key stage 2 that is taught by more than one teacher during the week. During the inspection, no evidence was seen that this arrangement impaired pupils' development. The headteacher is aware that the situation needs to be monitored in order to ensure that the joint planning and collaboration between these teachers continues.
153. The four full-time and part-time learning support assistants offer very good support within different classes in the school. The full-time special needs learning assistant also offers support of a high standard to pupils with ALN either within the class or in small groups. The music and physical education teachers that visit the school make a good contribution in their areas of expertise.
154. The part-time administrator and the ancillary staff work efficiently in order to ensure the school's daily routines run effectively.
155. Staff have appropriate job descriptions and there is a commitment from all staff at the school to follow programmes of continuous professional development. They are guided by local and national initiatives, the SDP and the developmental needs of individual teachers. The good teaching seen within the school reflects the positive effect of aspects of the training courses attended such as developing pupils' ICT skills.
156. The school has responded positively to the requirements of workforce remodelling. Arrangements for ensuring planning, preparation and assessment time for teachers are operated effectively. This has led to the overall improvement in the educational provision and to making use of teachers' expertise.
157. Overall, the school has sufficient learning resources of a good quality. They are used effectively to achieve lesson objectives. Teachers and pupils make good use of the school's interactive whiteboards and very good use is also made of the 16 new laptops. Appropriately, the school has identified its intention to evaluate the effectiveness of the current arrangement in order to ensure continuous development from class to class and across the curriculum. The class libraries have a sufficient range and supply of books, and good use is made of the central library as a learning resource.
158. There is sufficient space in the building to meet all the requirements of the NC. The building is in a very good condition and is used effectively. The school is aware of its responsibilities towards disabled learners and the building is accessible to wheelchair users.
159. Pleasant and colourful displays and examples of pupils' work and achievements enrich the classroom walls and central areas of the school.
160. Good attention has been given to improving the outdoor environment through initiatives such as creating a garden and planting trees. The school has noted its intention to develop the school grounds further in order to provide suitable resources for the interactive learning of the Foundation Phase and to create varied habitats for research work.
161. The school ensures that the resources bought correspond to their priorities for development. The sum of money in hand has been appropriately earmarked for improving the outdoor learning facilities. Staff and governors regularly review the

resources with the aid of the LEA in order to ensure effective expenditure within the constraints of the budget. The school offers good value for money.

Standards achieved in subjects and areas of learning

Welsh first language

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

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

Good features

162. In key stage 1, pupils listen well to teachers' presentations and to each other. They respond well when answering questions and express their ideas and opinions confidently. A number of individuals offer extended observations.
163. The reading skills of the majority of pupils are developing well. Those of higher ability in Year 1 (Y1) read easily and show that they know characters in a story. By the end of the key stage, the majority of pupils read correctly. They can describe and respond to characters in their books, expressing a simple opinion on what they have read.
164. Pupils write for different purposes. They all write their own news using a variety of sentence patterns. By the end of the key stage, the more able pupils can rewrite familiar stories confidently, spelling and punctuating with a good degree of accuracy.
165. In key stage 2, pupils' listening skills are very good. They listen intently to their teachers and fellow pupils and concentrate for extended periods. They can recall what they have heard well. They readily offer original comments and their own opinion on the topic in question. The oral skills of some individuals are outstanding. They respond knowledgeably to questions and offer extended observations spontaneously.
166. Reading skills are good across the key stage with individuals attaining a high standard. The majority read fluently, using intonation and expression when reading aloud. Individuals have favourite authors and the majority of pupils know from what source they can find information.
167. Pupils produce a variety written work for different purposes. They can punctuate their work appropriately and make good use of dictionaries in order to improve the accuracy of their writing. Pupils show an interest in writing poetry and use images and comparisons effectively. The more able writers produce extended pieces that are interesting and imaginative. The majority of pupils have developed neat handwriting.

Shortcomings

168. In key stage 1, the listening, reading and writing skills of a minority of pupils are under-developed.
169. In key stage 2, the written work of a minority of pupils contains errors in syntax and spelling.#

Mathematics

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

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

Good features

170. In key stage 1, pupils can add and subtract numbers up to 20 and have a sound grasp of number bonds. They can double and halve simple numbers easily and recognise number sequences, including odd and even numbers.
171. Older pupils can count forwards and backwards in different sized steps, showing a sound awareness of number patterns. The more able pupils' understanding of place value is good.
172. Pupils recognise two-dimensional shapes and describe their features well. More able pupils recognise simple fractions and can tell the time on the hour and half hour confidently. They know the value of different coins and use them correctly to count small sums of money when involved in shop games.
173. Older pupils can gather and display information in the form of graphs correctly. They can discuss their findings sensibly.
174. In key stage 2, pupils' understanding of place value, using numbers up to four digits, is sound. The majority handle addition, subtraction, division and multiplication processes effectively on paper. They have a sound understanding of fractions and pupils in Y5 and Y6 have a good understanding of the link between fractions, percentages and decimals.
175. Pupils can identify the features and properties of two and three-dimensional shapes and pupils in Y5 and Y6 show a good knowledge of angles. At their level of development, pupils can estimate and measure correctly and chose which units of measure they need in different contexts. Pupils are familiar with the concept of the 12 and 24-hour clock and can solve problems relating to the passage of time correctly.
176. Pupils gather data for different purposes and record it methodically, using tables and block graphs. They analyse and interpret data effectively. More able pupils in Y5 and Y6 can draw up spreadsheets of a high standard and can interpret the information confidently and present the information in a variety of forms.

Shortcomings

177. In both key stages, a minority of pupils does not have a sufficient range of mental mathematics strategies to solve number problems.

Science

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

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

Good features

178. In key stage 1, pupils know the difference between living things and things that have never lived. They can name parts of the body and know the main features and purpose of their senses well.
179. Older pupils can discuss the lifecycle of a number of animals correctly. They recognise the different parts of a plant and through their investigations know

- what is needed for plants to thrive. Older pupils are familiar with the characteristics of different materials and use terms correctly to describe them.
180. Pupils undertake investigations effectively and the majority can discuss and record their observations well. They offer their own ideas and make simple predictions of the expected results. They describe well how the different processes can be used, such as heating or freezing, to change materials.
181. In key stage 2, pupils have a sound understanding of electrical circuits and know that some materials are better than others for conducting or isolating electricity. They recognise the main properties of materials and relate them well to their use.
182. Pupils have a sound knowledge of the life processes of living things. They understand the meaning of a balanced diet and can explain which foods are necessary in order to grow healthily. They understand well the effect of physical exercise on the heart rate.
183. The majority of pupils have a good awareness of what is required in order to undertake a fair test and the need for accurate measurements. They discuss their investigations well, offering sensible conclusions. They use scientific terms correctly.
184. Pupils present their findings methodically, using writing, diagrams, tables and graphs appropriately. Older pupils use their ICT skills effectively to support their investigations.

Shortcomings

185. In key stage 1, the ability of a minority of pupils to discuss their investigations is underdeveloped.

Information technology

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

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

Good features

186. In key stage 1, pupils' word processing skills are developing well. They can write sentences and print them correctly. They use the program 'Textease' in their thematic work on food, producing pictures and sentences, and attractive booklets.
187. Pupils use paint programs skilfully, creating pictures of a good quality. They use the programs 'My World' and 'Starting Graphs' effectively to record data and create graphs relating to their thematic work.
188. Pupils in Y2 use the digital camera confidently, taking photographs of their visit to the old school, downloading them and printing them correctly to create an attractive display of photographs.
189. In key stage 2, the majority of pupils use equipment and software appropriately. Pupils in Y5 and Y6 make good use of their skills, working independently and together on specific tasks.
190. Pupils can load, save, recall and print their work correctly. They use their word processing skills effectively to record their work, save it in an individual folder and print final copies of their written work. They can re-draft work and input

pictures and illustrate their stories effectively. They use processing programs such as 'Publisher' skilfully to print posters, articles and the front page of a newspaper.

191. Across key stage 2, pupils' data-handling skills are developing well. At the upper end of the key stage, they can create a database and produce a variety of graphs to display data confidently. Linked to their work and investigations in science and mathematics, pupils produce spreadsheets of a high standard, interpreting the information sensibly and presenting the information in a variety of forms.
192. Pupils use the digital camera and video confidently, combining the different aspects to create short presentations in 'PowerPoint' format. A short video film was produced relating to propaganda during the Second World War, with the pupils scripting, acting, using the equipment and editing confidently. They also create cartoons effectively, using the appropriate programs to animate the process of building a Celtic house.
193. Pupils use the Internet effectively to research topics relating to their studies in other subjects.

Shortcomings

194. In key stage 1, a minority of pupils do not develop and practice their skills consistently across the applications.

History

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

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

Good features

195. In key stage 1, pupils display an increasing understanding of chronology. They are aware of the order of day, week and year. They understand terms correctly in describing the passage of time and can deal knowledgeably with time lines.
196. Pupils have a good understanding of change over time as they discuss objects from the past and compare them with the present. They can differentiate between old and new correctly. Through looking at pictures and photographs and visiting the old school, they can compare and contrast well between the school today and long ago. They can recall correctly a number of facts about the old school, and a day at the seaside in times gone by.
197. Pupils in Y2 have a general knowledge of some famous people in Welsh history, such as Jemima Nicholas and Saint David, and of the tales relating to their locality.
198. In key stage 2, pupils have a good factual knowledge of local history and discuss this with enthusiasm. They discuss houses and homes and the living conditions of people from the past and compare these circumstances well with the present. They can place periods correctly on a time line.
199. Pupils in Y3 and Y4 have a good knowledge of the Celts, and through their studies and their visit to Castell Henllys, can describe their way of life in detail and the type of arms and tools used by them. In their study of the Tudor period, they show a very effective understanding of a number of elements relating to everyday life and the main events of the period.

200. Pupils in Y5 and Y6 show a good understanding of aspects of life during the Victorian Era including the background of the period, the life of children and school life. They discuss well the effects of the Second World War on individuals, families and the area in general. They show very good research skills in making effective use of documentary evidence to extend their understanding of the period. They record their observations very effectively in the form of writing, art, video and ICT.

Shortcomings

201. In key stage 1, pupils' ability to use a range of sources to undertake historical investigation is insufficiently developed.

Music

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

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

Good features

202. In key stage 1, pupils sing a variety of appropriate songs, including *cerdd dant*. They sing tunefully and show a good awareness of dynamics and pitch in their performances. In key stage 2, pupils' vocal quality is very good. They sing a wide variety of songs in one and two parts and pay continuous attention to elements such as dynamics, articulation and breathing.

203. In key stage 1, pupils listen well to music, such as 'Peter and the Wolf', and can offer a simple opinion on the elements that appeal to them. They record their ideas well in the form of pictures. They recognise the sounds of familiar instruments and can name them correctly. Pupils are aware of some musical elements and can differentiate correctly between high and low, and strong and quiet sounds.

204. As a response to the story, pupils compose an interesting improvised sequence to convey their favourite animal or character. They choose their instruments carefully and use them well to perform their work. They evaluate and offer sensible observations on their compositions and performances. More able pupils use musical terms correctly.

205. Through a range of activities, pupils can maintain the correct tempo successfully and repeat a rhythm well. They can create a simple score to effectively convey the beating of the storm, rain, hail and lightning.

206. In key stage 2, pupils work together effectively and confidently to compose interesting sequences in response to different stimuli. They experiment well with different instruments and sources and record some of their compositions in the form of a graphic score. They know staff notation and the value of basic notes well.

207. Pupils constantly experiment with instruments in order to create effective compositions. Before performing their compositions, they carefully explain what they have tried to portray and convey. They make good suggestions on how to improve their work. They are aware of musical vocabulary and in the best work respond correctly to musical descriptive vocabulary when improvising and in recording aspects of their work.

208. Pupils' composition and performance of their work 'Global Warming Rap' is a good example of effective use of a range of musical skills. In both key stages, pupils use computer programs successfully to compose and record their work.
209. Pupils in key stage 2 are well informed about some famous composers and discuss features of their work effectively.
210. Pupils in key stage 2 learn to play the recorder and show an appropriate awareness of notation and tempo in following the score.

Shortcomings

211. There are no significant shortcomings.

School's response to the inspection

The staff, governing body and pupils of Ysgol Bro Inqli wish to thank the inspection team for the courteous and professional manner in which it carried out its duties. The inspection process was thorough with positive feedback that has offered clarity for the future development of the school.

We are very proud of the inspection's conclusions and that the report justifies our opinion that very many good features are highlighted in the life and work of the school.

We appreciate how the report highlights the caring ethos of the school community, the good working relationship between teachers and pupils and the positive attitudes and behaviour of our pupils. We pride ourselves in giving the pupils rich learning experiences and are pleased that this aspect is reflected positively in the report. The report also highlights the excellent progress pupils make in their personal and social skills. We also appreciate the recognition given to the school's partnership with parents, the local community and other schools and the enthusiastic and effective support staff working at the school.

The inspection has given the school an opportunity to look carefully at every aspect of its life and work. It has reinforced our strengths and has identified areas where we can develop further.

The school will share with parents its action plan in response to the recommendations of the inspection team. The governing body's annual report will report on the progress made.

Appendix 1

Basic information about the school

Name of school	Ysgol Bro Inqli
School type	Nursery and Primary
Age-range of pupils	3-11
Address of school	Long Street Newport Pembrokeshire
Postcode	SA42 0TL
Telephone number	01239 820682

Headteacher	Miss C M A James
Date of appointment	September 1997
Chair of governors	Mr N Dowsett
Registered inspector	Miss D Morris
Dates of inspection	21-23 April 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	6.5	8	14	16	16	12	8	17	97.5

Total number of teachers			
Number of teachers	Full-time	Part-time	Full-time equivalent (fte)
	4	3	4.92

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	18.5:1
Pupil: adult (fte) ratio in nursery classes	-
Pupil: adult (fte) ratio in special classes	-
Average class size, excluding nursery and special classes	22.75
Teacher (fte): class ratio	1.23:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Summer 2007	82%	93%	95%
Autumn 2007	82%	88%	93.5%
Spring 2008	72%	88%	96%

Percentage of pupils entitled to free school meals	5.5%
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 2007			Number of pupils in Y2:		16		
Percentage of pupils at each level							
			D	W	1	2	3
Welsh	Teacher assessment	School	0	0	6	75	19
		National	0	2	10	63	26
We: oracy	Teacher assessment	School	0	0	6	63	31
		National	0	2	10	63	26
We: reading	Teacher assessment	School	0	0	6	81	13
		National	0	2	15	59	23
We: writing	Teacher assessment	School	0	0	25	63	13
		National	0	3	19	66	12
Mathematics	Teacher assessment	School	0	0	0	81	19
		National	0	2	11	65	22
Science	Teacher assessment	School	0	0	0	88	13
		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	94%	In Wales	80%

National Curriculum Assessment Results End of key stage 2:

National Curriculum Assessment KS2 Results 2007			Number of pupils in Y6		15						
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	0	0	7	7	67	20
		National	0	0	0	0	1	4	16	50	29
Welsh	Teacher assessment	School	0	0	0	0	0	0	20	67	13
		National	1	0	0	1	1	4	18	50	25
Mathematics	Teacher assessment	School	0	0	0	0	0	7	20	60	13
		National	0	0	0	0	1	3	15	50	30
Science	Teacher assessment	School	0	0	0	0	0	7	7	80	7
		National	0	0	0	0	0	2	12	53	32

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language) by teacher assessment			
In the school	73%	In Wales	74.1%

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

Appendix 4

Evidence base of the inspection

- The school was inspected over a period of six inspector days by a team of three inspectors. The nominee and peer assessor were also part of the inspection team.
- Pre-inspection meetings were held with the staff, parents and governing body to discuss the life and work of the school.
- Ten questionnaires were completed by parents and these were carefully analysed; the majority of responses were positive.
- Discussions were held with the headteacher, staff with specific responsibilities and the support staff.
- School documentation was scrutinised.
- Twenty-one lessons, as well as parts of other teaching sessions were inspected.
- Inspectors listened to pupils across the range of ability reading.
- Discussions were held with pupils on their work and life in the school.
- Pupils' behaviour was observed during break times, lunch-time and at the beginning and end of the school's sessions.
- Inspectors attended the daily acts of collective worship.
- Post-inspection meetings were held with the headteacher, staff and governing body to discuss the findings of the inspection.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Miss Dorothy Morris Registered Inspector	Context, Summary, Recommendations, Appendices. Key Questions 1, 2a, 5 and 6 Subjects: Welsh first language, science, music.
Mr Wat Bundock Team Inspector	Key Questions 2b, 3, 4 and 7 Subjects: mathematics, information technology, history
Mrs Deris Williams Lay Inspector	Contributions to Key Questions 1, 2, 3, 4 and 7
Mrs Catrin James Peer Assessor	Contributions to Key Questions 1, 2, 3, 4 and 7
Miss Ann James Headteacher/Nominee	Attending meetings and providing information

Acknowledgements

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

Contractor: EPPC/ Severn Crossing
Suite H, Britannic House
Llandarcy
Neath SA10 6JQ