Inspection under Section 28 of the Education Act 2005

A report on the quality of education in

Prendergast Community School, Stokes Avenue, Prendergast, Haverfordwest, Pembrokeshire, SA61 2RB

School number: 6682391

Date of inspection: 15 March 2010

by

Dr David Gareth Evans 78706

Date of publication: 20 May 2010

Under Estyn contract number: 1114409
Introduction

Prendergast Community 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 Prendergast Community School took place between 15/03/10 and 18/03/10. An independent team of inspectors, led by Dr David Gareth Evans undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

Estyn’s reports follow its guidance for the writing and editing of reports, which is available on the Estyn website (www.estyn.gov.uk). The table below shows the terms that Estyn uses and a broad idea of their meaning. The table is for guidance only.

<table>
<thead>
<tr>
<th>Term</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nearly all</td>
<td>with very few exceptions</td>
</tr>
<tr>
<td>Most</td>
<td>90% or more</td>
</tr>
<tr>
<td>Many</td>
<td>70% or more</td>
</tr>
<tr>
<td>A majority</td>
<td>over 60%</td>
</tr>
<tr>
<td>Half/around half</td>
<td>close to 50%</td>
</tr>
<tr>
<td>A minority</td>
<td>below 40%</td>
</tr>
<tr>
<td>Few</td>
<td>below 20%</td>
</tr>
<tr>
<td>Very few</td>
<td>less than 10%</td>
</tr>
</tbody>
</table>

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 **full** 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:

<table>
<thead>
<tr>
<th>Year</th>
<th>R</th>
<th>Y1</th>
<th>Y2</th>
<th>Y3</th>
<th>Y4</th>
<th>Y5</th>
<th>Y6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ages</td>
<td>4-5</td>
<td>5-6</td>
<td>6-7</td>
<td>7-8</td>
<td>8-9</td>
<td>9-10</td>
<td>10-11</td>
</tr>
</tbody>
</table>

#### Secondary phase:

<table>
<thead>
<tr>
<th>Year</th>
<th>Y7</th>
<th>Y8</th>
<th>Y9</th>
<th>Y10</th>
<th>Y11</th>
<th>Y12</th>
<th>Y13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ages</td>
<td>11-12</td>
<td>12-13</td>
<td>13-14</td>
<td>14-15</td>
<td>15-16</td>
<td>16-17</td>
<td>17-18</td>
</tr>
</tbody>
</table>

The National Curriculum covers four key stages as follows:

<table>
<thead>
<tr>
<th>Key stage</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1 and 2</td>
</tr>
<tr>
<td>2</td>
<td>3 to 6</td>
</tr>
<tr>
<td>3</td>
<td>7 to 9</td>
</tr>
<tr>
<td>4</td>
<td>10 and 11</td>
</tr>
</tbody>
</table>
## Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Context</td>
<td>1</td>
</tr>
<tr>
<td>Summary</td>
<td>3</td>
</tr>
<tr>
<td>Recommendations</td>
<td>9</td>
</tr>
<tr>
<td>Standards</td>
<td>10</td>
</tr>
<tr>
<td>Key Question 1: How well do learners achieve?</td>
<td>10</td>
</tr>
<tr>
<td><strong>The quality of education and training</strong></td>
<td>14</td>
</tr>
<tr>
<td>Key Question 2: How effective are teaching, training and assessment?</td>
<td>14</td>
</tr>
<tr>
<td>Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?</td>
<td>15</td>
</tr>
<tr>
<td>Key Question 4: How well are learners cared for, guided and supported?</td>
<td>19</td>
</tr>
<tr>
<td><strong>Leadership and management</strong></td>
<td>23</td>
</tr>
<tr>
<td>Key Question 5: How effective are leadership and strategic management?</td>
<td>23</td>
</tr>
<tr>
<td>Key Question 6: How well do leaders and managers evaluate and improve quality and standards?</td>
<td>24</td>
</tr>
<tr>
<td>Key Question 7: How efficient are leaders and managers in using resources?</td>
<td>25</td>
</tr>
<tr>
<td><strong>Standards achieved in subjects and areas of learning</strong></td>
<td>26</td>
</tr>
<tr>
<td>Foundation phase</td>
<td>26</td>
</tr>
<tr>
<td>English</td>
<td>32</td>
</tr>
<tr>
<td>Welsh second language</td>
<td>33</td>
</tr>
<tr>
<td>Mathematics</td>
<td>34</td>
</tr>
<tr>
<td>Science</td>
<td>35</td>
</tr>
<tr>
<td>Information and communications technology</td>
<td>36</td>
</tr>
<tr>
<td>Design and technology</td>
<td>38</td>
</tr>
<tr>
<td>History</td>
<td>38</td>
</tr>
<tr>
<td>Geography</td>
<td>39</td>
</tr>
<tr>
<td>Art and design</td>
<td>40</td>
</tr>
<tr>
<td>Music</td>
<td>41</td>
</tr>
<tr>
<td>Physical education</td>
<td>42</td>
</tr>
<tr>
<td>Religious education</td>
<td>44</td>
</tr>
<tr>
<td><strong>School's response to the inspection</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Appendices</strong></td>
<td></td>
</tr>
<tr>
<td>1 Basic information about the school</td>
<td></td>
</tr>
<tr>
<td>2 School data and indicators</td>
<td></td>
</tr>
<tr>
<td>3 National Curriculum assessments results</td>
<td></td>
</tr>
<tr>
<td>4 Evidence base of the inspection</td>
<td></td>
</tr>
<tr>
<td>5 Composition and responsibilities of the inspection team</td>
<td></td>
</tr>
</tbody>
</table>
**The nature of the provider**

1 Prendergast Community Primary School was formed as a result of the amalgamation of Prendergast Infant and Nursery School with Prendergast Junior School and it opened on September 1st 2005. The new building was partially occupied in January 2008 and fully occupied in April 2008. The whole site was completed in August 2008. The accommodation includes 16 classrooms, 1 library/music room, 4 resource rooms and a large hall. The school has extensive playground areas with a range of play apparatus. There are also a number of grassed areas, which are to be developed to support learning in the environment. The school has access to a field, which is shared with Sir Thomas Picton, the local comprehensive school.

2 The school serves an area to the east, north and north east of Haverfordwest and includes the villages of Prendergast, Crundale, Rudbaxton and Uzmaston. It caters for learners aged 3 to 11. The majority of the houses in the school’s catchment are private, but there are a number of public housing estates. In general, the school would not consider the catchment area to be socially disadvantaged. The catchment includes housing for the local army regiment and for medical staff at Withybush hospital and this results in a high degree of learner mobility.

3 In February 2010, there were 373.5 full-time equivalent number of learners on roll and around 30 per cent live outside the catchment area. At present 12.2 per cent of the learners are entitled to free school meals, which is below the national and local averages and this figure has fluctuated in recent years. The school currently identifies 15 per cent of learners as having special educational needs (SEN), and this is below national and local averages; and 3 learners have a statement of educational needs. The home language of most learners is English, with 7.3 per cent having English as a second language. No learner currently uses Welsh as a first language. Around 9 per cent of the school population are from ethnic groups.

4 The school was awarded the Basic Skills Quality Standard in 2009 and is currently an Information and Communications Technology (ICT) mark accredited school for the second time, having successfully met the new award standards in a recent assessment. The school has been involved in the Healthy Schools programme for many years, has completed Phase 5 of the scheme and is currently working towards the Excellence Award. The school has also gained an award for Sustainable Development and is an Eco-School. In the past the school received recognition for various international links with partners around the world and in 2006 was awarded International School status by the British Council.

5 This is the amalgamated school’s first Estyn inspection.
The school’s priorities and targets

6 The school’s current development priorities for the coming year are to:
   • develop skills across the curriculum in key stage 2;
   • develop assessment for learning and learner involvement in assessment;
   • improve standards in Welsh and extend the use of incidental Welsh;
   • introduce the Foundation Phase in Reception, Years 1 and 2;
   • review standards in reading, using and applying mathematics and scientific
     enquiry in key stage 1 and Year 3;
   • review standards in writing in key stage 2;
   • extend the use of the Pembrokeshire E-portal by the learners;
   • extend training opportunities for non-teaching staff; and
   • review the school’s development of learners’ well-being.
Summary

7 Prendergast is a good school with some outstanding features. Learners achieve well because of the high quality provision, the nurturing and inclusive environment and effective leadership and management. The school is in a strong position to raise standards further.

Table of grades awarded

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

Standards

8 In key stage 1 in 2009, results of the teacher assessments in English and science were marginally below national averages. English results were above the local average, while those in science were marginally below. The core subject indicator, which is the percentage of pupils attaining at least level two in English, mathematics and science in combination, was above both local and national averages. When the 2009 key stage 1 results are compared with similar schools, using the free school meals' indicator, results in English and science were well below average, while those in mathematics and the core subject indicator were below average. Girls outperformed boys in English, mathematics and science in 2009.

9 The 2009 results were adversely affected by the high level of pupil mobility in Year 2 and this has been a significant factor for several years as a result of the constant movement of military and medical personnel in the area. Over the last few years, compared with similar schools, results have been fairly static.

10 When compared with the family of schools, results were below the family average in the three core subjects in 2009 and 2008. In 2007, the school was below the family average for English and mathematics and slightly above for science. In 2009, the school was also below the family average for the number of pupils who attained the higher level 3.

11 In key stage 2 in 2009, results in English, mathematics, science and the core subject indicator, which is the percentage of pupils attaining at least level four in English, mathematics and science in combination, were above both national and local averages. When the 2009 results are compared with similar schools,
results in English, mathematics and the core subject indicator were below average and those in science were well below average. Girls outperformed boys in English, mathematics and science in 2009.

12 When compared with the family of schools, results in English and mathematics were slightly below the family average and those in science were below the family average in 2009. Results in the three core subjects were also below the family average in 2008 and 2007. In 2009, the school was also below the family average for the number of pupils who attained the higher level 5 in English and science.

13 Over the last few years results have fluctuated and this has been the result of the high incidence of pupil mobility: for example, in 2009 the mobility factor was 36 per cent in Year 6. In 2006, 2007 and 2008, the figures were 33, 47 and 41 per cent respectively.

14 Learners’ standards of achievement in the subjects inspected are judged as follows:

<table>
<thead>
<tr>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>19%</td>
<td>79%</td>
<td>2%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

15 These figures are well above the national picture reported by Her Majesty’s Chief Inspector (HMCI) in his Annual Report for 2008-2009, where standards are Grade 2 or better in 85 per cent of lessons and Grade 1 in 12 per cent.

**Subjects and/or areas of learning for under-fives:**

<table>
<thead>
<tr>
<th>Area of Learning</th>
<th>Nursery</th>
<th>Reception</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal and Social Development, Well-Being and Cultural Diversity</td>
<td>Grade 1</td>
<td>Grade 1</td>
</tr>
<tr>
<td>Language, Literacy and Communication Skills</td>
<td>Grade 2</td>
<td>Grade 2</td>
</tr>
<tr>
<td>Mathematical Development</td>
<td>Grade 1</td>
<td>Grade 1</td>
</tr>
<tr>
<td>Welsh Language Development</td>
<td>Grade 1</td>
<td>Grade 1</td>
</tr>
<tr>
<td>Knowledge and Understanding of the World</td>
<td>Grade 2</td>
<td>Grade 2</td>
</tr>
<tr>
<td>Physical Development</td>
<td>Grade 2</td>
<td>Grade 2</td>
</tr>
<tr>
<td>Creative Development</td>
<td>Grade 2</td>
<td>Grade 2</td>
</tr>
</tbody>
</table>

16 The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the Foundation Phase outcomes.
Grades for standards in subjects inspected

<table>
<thead>
<tr>
<th>Inspection Area</th>
<th>Key Stage 1</th>
<th>Key Stage 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>Grade 2</td>
<td>Grade 2</td>
</tr>
<tr>
<td>Welsh second language</td>
<td>Grade 1</td>
<td>Grade 2</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Grade 2</td>
<td>Grade 2</td>
</tr>
<tr>
<td>Science</td>
<td>Grade 2</td>
<td>Grade 2</td>
</tr>
<tr>
<td>Information and communications technology</td>
<td>Grade 1</td>
<td>Grade 1</td>
</tr>
<tr>
<td>Design and technology</td>
<td>Grade 2</td>
<td>Grade 2</td>
</tr>
<tr>
<td>History</td>
<td>Grade 2</td>
<td>Grade 2</td>
</tr>
<tr>
<td>Geography</td>
<td>Grade 1</td>
<td>Grade 2</td>
</tr>
<tr>
<td>Art and design</td>
<td>Grade 1</td>
<td>Grade 1</td>
</tr>
<tr>
<td>Music</td>
<td>Grade 1</td>
<td>Grade 1</td>
</tr>
<tr>
<td>Physical education</td>
<td>Grade 2</td>
<td>Grade 2</td>
</tr>
<tr>
<td>Religious education</td>
<td>Grade 2</td>
<td>Grade 2</td>
</tr>
</tbody>
</table>

17 Nearly all learners throughout the school, regardless of their age, ability or ethnicity, make good progress in the acquisition of new skills, knowledge and understanding.

18 Nearly all children under five make outstanding progress in speaking and listening, Welsh communication, mathematical, information and communications technology (ICT), and personal and social skills. They make good progress with no important shortcomings in the key skills of early reading, writing, bilingual competence, problem-solving and creative skills.

19 In key stages 1 and 2, pupils make outstanding progress in speaking and listening, ICT, and personal and social skills. In Welsh communication skills their progress is outstanding in key stage 1 and good in key stage 2. They make good progress with no important shortcomings in the key skills of reading, writing, bilingual competence, mathematical, problem-solving and creative skills.

20 Pupils’ personal, social and learning skills are outstanding. Their attitudes to learning, the interest they show in their work and their ability to concentrate are exceptionally good.

21 The progress that learners make in their personal, spiritual, moral, social and wider development is outstanding. Learners' behaviour is also an outstanding feature of the school and contributes significantly to the standards they achieve.

22 Good features outweigh shortcomings with regard to the rates of attendance achieved by learners. The transient nature of the school population, with a high pupil turnover in all year groups, has a considerable impact on the rates of attendance achieved. Holidays taken in term time and extended heritage visits also decrease overall rates for the school.
The quality of education and training

During the inspection, the quality of teaching was judged as follows:

<table>
<thead>
<tr>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>25%</td>
<td>73%</td>
<td>2%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

23 These figures compare favourably with the national picture reported by HMCI in his Annual Report for 2008-2009, where the quality of teaching is Grade 2 or better in 85 per cent of lessons and grade 1 in 17 per cent.

24 Examples of outstanding features observed in the best lessons include: excellent use of time and pace; teachers establishing excellent relationships with learners; and a precise focus on learners’ thinking skills. In the lessons where teaching was judged to have no important shortcomings, good features include: a clear presentation of objectives at the beginning of the lesson; teachers having good subject knowledge; adults having high expectations of learners’ behaviour; and teachers establishing effective partnerships with practitioners.

25 In the very small number of lessons where there are shortcomings: work does not always match the needs and abilities of different learners; and lessons do not develop at an appropriate pace and are not challenging enough.

26 The quality of assessment, recording and reporting is good and meets statutory requirements. Assessment information and individual pupil data are used well to set targets for improvement.

27 The quality of experiences provided for learners is outstanding. The school caters very effectively for a wide range of learners’ needs and interests. *Y Cwricwlwn Cwmreig* is promoted very well and learners’ bilingual skills are developed well.

28 The provision for personal and social education is a very well-established part of the curriculum. The school promotes learners’ moral, social and cultural development extremely well. Appropriate time is given for collective worship, which fully meets requirements.

29 The school offers a very wide selection of extra-curricular activities, which include sporting, drama, musical, Buzz, cooking, ICT, mathematics, eco and more-able and talented clubs.

30 The provision for education for sustainable development and global citizenship is outstanding. The leadership of education for sustainable development and global citizenship and planning throughout all year groups is exemplary and takes excellent account of national recommendations.

31 The school provides outstanding care, support and guidance for learners. The genuine warmth and respect between staff and learners is an outstanding
The school has established highly successful arrangements that contribute to the well-being of learners. Provision for learners with SEN is outstanding and they benefit greatly from the high levels of support they receive. The school’s provision for equal opportunities is also outstanding and the school’s commitment to social inclusion is exemplary.

Leadership and management

The head teacher provides energetic and inspired leadership and he is clear about how the school needs to continue to develop. Under his effective leadership, an environment based on trust and the fostering of self-respect and self-esteem is developed well. The head teacher is well supported by the senior management team, hard-working and dedicated teachers and enthusiastic support staff, who play an active part in the decision-making process. The school takes excellent account of national and local priorities.

The governing body fulfils its supervisory role and discharges its responsibilities well. Governors are fully involved in the development planning process.

The school has established a constructive culture of self-evaluation and there is an effective link between the process of self-evaluation and planning for improvement.

The self-evaluation report produced by the school prior to the inspection is a concise and focused document that clearly identifies strengths and areas for improvements. The judgements of the inspection team agree with the school’s self-evaluation in five of the seven key questions; in the other two, the team awarded a higher grade.

The head teacher has a pivotal role in monitoring the quality of teaching, learning and assessment. Subject leaders are appropriately informed about performance in subjects and areas for which they are responsible; however, their role is not firmly embedded in the evaluation process.

Because this is a new, amalgamated school, it is not possible to report on progress since the last inspection.

The school is well staffed with an effective team of qualified, experienced and specialist teachers and teaching assistants. Staff are very effectively managed and deployed to enhance teaching and learning. Learning support assistants are well trained to fulfil their roles and they make an important contribution to the quality of teaching.

Very effective administrative support is provided which ensures that the life of the school runs smoothly and efficiently. The school site manager makes outstanding contributions to the life and work of the school and undertakes his duties conscientiously and enthusiastically. Cleaning staff and lunchtime
supervisory assistants are valued members of the school team and make an important contribution to the school community.

41 The school is very well equipped and resources are mostly of very good quality. The quality of accommodation is outstanding.

42 Very efficient and effective use is made of all available resources. The school provides good value for money.


**Recommendations**

43 In order to improve, the school should:

R1 continue to improve pupils’ attainment at the end of both key stages; *

R2 further develop the role of subject leaders; * and

R3 raise attendance levels throughout the school.

* Aspects of these are identified by the school in its current development plan.

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

Key Question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings

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

45 In key stage 1 in 2009, results of the teacher assessments in English and science were marginally below national averages. English results were above the local average, while those in science were marginally below. The core subject indicator, which is the percentage of pupils attaining at least level two in English, mathematics and science in combination, was above both local and national averages. When the 2009 key stage 1 results are compared with similar schools, using the free school meals' indicator, results in English and science were well below average, while those in mathematics and the core subject indicator were below average. Girls outperformed boys in English, mathematics and science in 2009.

46 The 2009 results were adversely affected by the high level of pupil mobility in Year 2 and this has been a significant factor for several years as a result of the constant movement of military and medical personnel in the area. Over the last few years, compared with similar schools, results have been fairly static.

47 When compared with the family of schools, results were below the family average in the three core subjects in 2009 and 2008. In 2007, the school was below the family average for English and mathematics and slightly above for science. In 2009, the school was also below the family average for the number of pupils who attained the higher level 3.

48 In key stage 2 in 2009, results in English, mathematics, science and the core subject indicator were above both national and local averages. When the 2009 results are compared with similar schools, results in English, mathematics and the core subject indicator were below average and those in science were well below average. Girls outperformed boys in English, mathematics and science in 2009.

49 When compared with the family of schools, results in English and mathematics were slightly below the family average and those in science were below the family average in 2009. Results in the three core subjects were also below the family average in 2008 and 2007. In 2009, the school was also below the family average for the number of pupils who attained the higher level 5 in English and science.

50 Over the last few years results have fluctuated and this has been the result of the high incidence of pupil mobility: for example, in 2009 the mobility factor was
36 per cent in Year 6. In 2006, 2007 and 2008, the figures were 33, 47 and 41 per cent respectively.

Learners’ standards of achievement in the subjects inspected are judged as follows:

<table>
<thead>
<tr>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>19%</td>
<td>79%</td>
<td>2%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

These figures are well above the national picture reported by Her Majesty’s Chief Inspector (HMCI) in his Annual Report for 2008-2009, where standards are Grade 2 or better in 85 per cent of lessons and Grade 1 in 12 per cent.

Subjects and/or areas of learning for under-fives:

<table>
<thead>
<tr>
<th>Area of Learning</th>
<th>Nursery</th>
<th>Reception</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal and Social Development, Well-Being and Cultural Diversity</td>
<td>Grade 1</td>
<td>Grade 1</td>
</tr>
<tr>
<td>Language, Literacy and Communication Skills</td>
<td>Grade 2</td>
<td>Grade 2</td>
</tr>
<tr>
<td>Mathematical Development</td>
<td>Grade 1</td>
<td>Grade 1</td>
</tr>
<tr>
<td>Welsh Language Development</td>
<td>Grade 1</td>
<td>Grade 1</td>
</tr>
<tr>
<td>Knowledge and Understanding of the World</td>
<td>Grade 2</td>
<td>Grade 2</td>
</tr>
<tr>
<td>Physical Development</td>
<td>Grade 2</td>
<td>Grade 2</td>
</tr>
<tr>
<td>Creative Development</td>
<td>Grade 2</td>
<td>Grade 2</td>
</tr>
</tbody>
</table>

The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the Foundation Phase outcomes.

Baseline assessments indicate that children enter the school with attainment and skills that are about average. However, they make good progress in line with their age and ability.

Grades for standards in subjects inspected

<table>
<thead>
<tr>
<th>Inspection Area</th>
<th>Key Stage 1</th>
<th>Key Stage 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>Grade 2</td>
<td>Grade 2</td>
</tr>
<tr>
<td>Welsh second language</td>
<td>Grade 1</td>
<td>Grade 2</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Grade 2</td>
<td>Grade 2</td>
</tr>
<tr>
<td>Science</td>
<td>Grade 2</td>
<td>Grade 2</td>
</tr>
<tr>
<td>Information and communications technology</td>
<td>Grade 1</td>
<td>Grade 1</td>
</tr>
<tr>
<td>Design and technology</td>
<td>Grade 2</td>
<td>Grade 2</td>
</tr>
<tr>
<td>History</td>
<td>Grade 2</td>
<td>Grade 2</td>
</tr>
<tr>
<td>Geography</td>
<td>Grade 1</td>
<td>Grade 2</td>
</tr>
<tr>
<td>Art and design</td>
<td>Grade 1</td>
<td>Grade 1</td>
</tr>
<tr>
<td>Music</td>
<td>Grade 1</td>
<td>Grade 1</td>
</tr>
<tr>
<td>Physical education</td>
<td>Grade 2</td>
<td>Grade 2</td>
</tr>
<tr>
<td>Religious education</td>
<td>Grade 2</td>
<td>Grade 2</td>
</tr>
</tbody>
</table>
Nearly all learners throughout the school, regardless of their age, ability or ethnicity, make good progress in the acquisition of new skills, knowledge and understanding. Assessment records, an examination of learners' work and review of ongoing programmes indicate that learners with SEN make good progress and achieve well over time.

Nearly all children under five make outstanding progress in speaking and listening, Welsh communication, mathematical, ICT and personal and social skills. They make good progress with no important shortcomings in the key skills of early reading, writing, bilingual competence, problem-solving and creative skills.

In key stages 1 and 2, pupils make outstanding progress in speaking and listening, ICT, and personal and social skills. In Welsh communication skills their progress is outstanding in key stage 1 and good in key stage 2. They make good progress with no important shortcomings in the key skills of reading, writing, bilingual competence, mathematical, problem-solving and creative skills.

Pupils' personal, social and learning skills are outstanding. Their attitudes to learning, the interest they show in their work and their ability to concentrate are exceptionally good. Most work diligently in lessons, they are keen to join in the activities prepared for them and are very enthusiastic in their work. They collaborate extremely well with each other and with adults. Their understanding of what they are doing and of what they need to do to improve is good.

The progress that learners make in their personal, spiritual, moral, social and wider development is outstanding. Pupils very successfully develop their personal values, together with a respect for, and an understanding of, the values of others. They are very enthusiastic to broaden and develop their own understanding of moral and social issues and they demonstrate exemplary levels of tolerance, honesty and respect.

Learners' behaviour is an outstanding feature of the school and contributes significantly to the standards they achieve, to their personal, social and emotional development and to the quality of life in the school.

The quality of relationships throughout the school is excellent and this contributes significantly to learners' self-esteem, confidence and positive behaviour. All learners are friendly, welcoming and courteous; they are very proud of their new school and keen to share their many achievements with visitors.

Good features outweigh shortcomings with regard to the rates of attendance achieved by learners. For the past three terms rates have averaged 92.5 per cent and these are below national attendance rates for learners of primary school age and those for schools that have a similar number of learners entitled to receive free school meals.
63 Much of the absence is caused by a minority of learners who have unsatisfactory rates of attendance and this has an adverse impact on the continuity of their education and the standards they achieve. The transient nature of the school population, with a high turnover in all year groups, has a considerable impact on the rates of attendance achieved. Holidays taken in term time and extended heritage visits also decrease overall rates for the school.

64 Despite the best efforts of the school, a few learners are consistently late for the start of the school day. This disrupts registration and learners sometimes miss important parts of the first lesson of the day.

65 Learners prepare extremely well for participation in the workplace and the local community. They know their community well and support a wide range of community activities and initiatives. They make exemplary use of the community as a learning resource and undertake well-planned educational visits.
The quality of education and training

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

Grade 2: Good features and no important shortcomings

66 The findings of the inspection team match the judgement of the school in its self-evaluation report. In determining their grade, the team gave weighting to the strengths observed in most of the lessons and the positive impact these are having on learners’ achievements.

67 During the inspection, the quality of teaching was judged as follows:

<table>
<thead>
<tr>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>25%</td>
<td>73%</td>
<td>2%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

68 These figures compare favourably with the national picture reported by HMCI in his Annual Report for 2008-2009, where the quality of teaching is Grade 2 or better in 85 per cent of lessons and grade 1 in 17 per cent.

69 Examples of outstanding features observed in the best lessons include:
- excellent use of time and pace, and appropriate changes of activity throughout the lesson, so that learners’ interest is maintained and remains focused;
- a sensitive appreciation of all learners’ efforts, particularly those with SEN and those who have English as an additional language, which makes them feel valued and encourages them to do their best;
- teachers establishing excellent relationships with learners; and
- a precise focus on learners’ thinking skills.

70 In the lessons where teaching was judged to have no important shortcomings, the good features include:
- a clear presentation of objectives at the beginning of the lesson;
- teachers having good subject knowledge and familiarity with recent developments in their various fields;
- adults having high expectations of learners’ behaviour;
- teachers adopting a brisk and challenging pace to learning; and
- teachers establishing good partnerships with all practitioners.

71 In the very small number of lessons where there are shortcomings:
- work does not always match the needs and abilities of different learners, particularly the more-able and talented; and
- lessons do not develop at an appropriate pace and are not challenging enough.

72 The quality of assessment, recording and reporting is good and meets statutory requirements. Assessment for children under five and baseline results are
used well to guide and support children. In both key stages, assessment procedures, including diagnostic and analytic tools, regular observations, class tests, standardised tests and teacher assessments, are used effectively to identify the progress learners make.

73 Assessment information and individual learner data are used well to set targets for improvement in a way that effectively builds on prior learning. There are successful arrangements, based on standardisation and moderation, to strengthen teachers’ assessments at both key stages and collaboration with other schools is having a good effect on teachers’ understanding of attainment in the core subjects.

74 The core subjects are assessed regularly and this ensures that the school has a clear picture of learners’ achievements. However, teachers’ awareness of learners’ achievements in the foundation subjects is less secure.

75 Learners’ work is marked regularly and most teachers offer relevant comments on pieces of work. In the best instances, there are suggestions on how to improve learners’ work. However, there is often insufficient attention to encourage learners to correct and edit aspects of their work.

76 Annual reports to parents are good and provide them with information on their children’s progress in all subjects, as well as comments on children’s social and personal development. Parents value the school’s open door policy and the formal meetings with their child’s teacher.

**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**

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

78 Overall, the quality of experiences provided for learners is outstanding. Within its highly inclusive ethos, learners have equal access to every area of the curriculum and every activity offered by the school. The school caters very effectively for a wide range of learners’ needs and interests. The broad and balanced curriculum fully meets the statutory requirements of the Welsh Assembly Government, including those for religious education. The school uses the expertise of many outside agencies effectively to access and supplement the curriculum.

79 The overall quality of educational provision for the under fives is appropriate to their needs and the children make good progress towards the Foundation Phase outcomes. All children receive a variety of rich and stimulating learning experiences that develop their interests well and actively encourage them to make choices and become more independent learners.
80 Members of staff work successfully to ensure that planning and schemes of work are of very good quality. Policies, practices and procedures have been agreed and adopted to ensure that the curriculum is interesting and challenging for learners and builds on what they already know. Teachers have made very good progress in introducing and reviewing policies and schemes of work that successfully reflect and cover fully the Foundation Phase and the new curriculum Orders, 2008. The school is making very good progress in extending the Foundation Phase into key stage 1.

81 The school is particularly effective in its planning and provision for the more-able and less-able learners and has introduced several initiatives to help deliver the curriculum in an interesting and stimulating way. These give learners the opportunity to explore and study interesting themes through a cross-curricular approach.

82 Provision for the development of learners’ basic and key skills is good. Opportunities for the development of skills are very carefully identified in all schemes of work and lesson plans. Y Cwricwlwm Cwmreig is promoted very effectively across the curriculum and learners are given an excellent range of opportunities to acquire knowledge and understanding of the traditions, culture and history of Wales through subjects such as history, geography, music and art.

83 The curriculum, promotes learners’ bilingual skills well and the use of incidental Welsh is positively encouraged throughout the school day. Welsh is used very well in the Foundation Phase during registration periods and whole-school assemblies. In the best practice, learners are given opportunities to develop their oral skills during ‘role-play’ sessions, and as they answer questions relating to the weather, their feelings and days of the week. Bilingual displays throughout the school further develop learners’ acquisition of both languages.

84 The provision for personal and social education is a very well-established part of the curriculum. The school follows national guidelines very well; it successfully promotes healthy lifestyles and it gives good attention to sex and relationship education, substance misuse and personal safety.

85 The school promotes learners’ moral, social and cultural development extremely well. Their social awareness is promoted very well by their full participation in campaigns to raise money for good causes and charities both nationally and in the local community. The school enjoys very strong beneficial partnerships with a wide range of community providers, who enhance the curriculum and support the work of the school. These include local arts, drama and musical societies.

86 The strong emphasis on moral development in assemblies and in lessons helps to give learners a clear sense of right and wrong. Spiritual development is promoted very well in both religious and aesthetic activities and enhanced further by the school’s involvement in many curricular projects. Visits are arranged by the school to local places of worship, to the synagogue in
Swansea and to the nearby Saint David’s Cathedral. These have enriched learners’ understanding of different faiths and beliefs.

87 Appropriate time is given for collective worship, which fully meets requirements. Collective worship makes an outstanding contribution to learners’ spiritual, moral, social and cultural development.

88 The school offers its learners a very wide selection of extra-curricular activities, including sporting, drama, musical, Buzz, cooking, ICT, mathematics, eco and more-able and talented clubs. The wide range of learning experiences provided by the school is an outstanding feature.

89 The school’s partnership with parents is very well established. Most parents are very supportive of the school and appreciate the ‘open door’ policy and the ready access they have to the head teacher and staff. Communication with parents is well- established and effective, with parents having regular opportunities to discuss their children’s work and progress with teachers.

90 Parents and friends make an invaluable contribution to the school, helping out with various activities, accompanying learners on educational visits and fund-raising through the active Friends of Prendergast School. Funds raised are used purposefully to increase resources for all learners. The head teacher and staff value greatly the commitment and support of parents and friends.

91 The school enjoys excellent working partnerships with other schools in its local ‘family’ of schools, especially with the main secondary school to which pupils transfer. Arrangements for the transfer of pupils are very good and ensure that Year 6 pupils look forward to secondary school with confidence. Curricular and pastoral links are very well developed and these contribute not only to the continuity and progression of education from key stage 2 to key stage 3 but also to learners’ emotional and personal well-being as they move on to the next stage of their education.

92 The school enjoys productive partnerships with several institutions of higher education and provides training facilities for student teachers and students undertaking vocational, nursing and child-care qualifications. Students from local secondary schools also undertake work-experience placements at the school. They are well supported by staff and make a good contribution to the life and work of the school.

93 The school’s partnership with the local community is highly productive. Teachers take full advantage of all that the locality has to offer to broaden and enrich the learning experiences of learners. The school and its various activities are very well supported and valued by the local community.

94 The school’s commitment to work-related education is consistently good and work-related education is an integral part of the curriculum. The school makes good use of the local business community and a range of relevant agencies to promote learners’ understanding of the world of work. The ‘World of Work Day’, where personnel linked to different occupations and professions speak to
learners about their work, has been a great success and given learners invaluable insights into the range of work undertaken in their community and further afield.

95 Several teachers have undertaken relevant business courses, which have enriched curricular provision and enhanced professional development. This is particularly evident in the school’s successful partnerships with the National Botanic Garden of Wales and the National Parks.

96 The school’s policies and procedures to promote equal opportunities and to tackle social disadvantage and stereotyping are outstanding. The head teacher and staff work in close partnerships with a range of external welfare agencies to secure the best possible support for children and their families.

97 The provision for education for sustainable development and global citizenship is outstanding. The leadership of education for sustainable development and global citizenship and the planning throughout all year groups is exemplary and takes excellent account of national recommendations.

98 The school makes every effort to act in a sustainable way, and learners understand the need to conserve energy and water consumption and are involved in re-cycling, composting and waste minimisation schemes. Their understanding of environmental and conservation issues is excellent, and the eco committee is pro-active in promoting sustainability throughout the school. Learners genuinely feel they can make a real difference, both locally and globally, through active citizenship and care for the environment.

99 The school’s commitment to global citizenship is also outstanding. The highly successful partnerships with schools in Zanzibar, Poland, Romania and Denmark enable learners to have a truly international understanding of the lives of children in different countries and the global forces that shape their lives. The school is justly proud of achieving the British Council International School Award in recognition of its work to promote international awareness and global citizenship.

100 Provision for the development of learners’ entrepreneurial skills is good and continues to develop well. Learners are encouraged to take part in enterprise activities where they design, make and sell goods for a profit. Learners are involved in raising funds for charity and they are enthusiastic, enterprising and committed in their approach.

101 The head teacher and staff are very successfully laying the foundations for lifelong learning and community regeneration, and national priorities are very well reflected in the life and work of the school. The commitment of the school to raise the level of achievement for all, to improve transition links and to help learners develop independence in their learning permeates the school community.
Report by David Gareth Evans
Prendergast Community School, 15/03/10

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

Grade 1: Good with outstanding features

102 The findings of the inspection team do not match the judgement of Grade 2 made by the school in its self-evaluation report. Inspectors judged that there were many outstanding features in the care and guidance provided for learners.

103 The head teacher and staff are highly successful in identifying learners' needs and creating the conditions in which they can develop and flourish. The genuine warmth and respect between staff and learners is an outstanding feature and enables learners to make good progress in their academic, social, personal and emotional development.

104 The school works in full and productive partnership with a wide range of agencies and support services to ensure learners' needs are carefully assessed and provided for. This is particularly beneficial for children in challenging and vulnerable circumstances.

105 Partnerships with parents and carers are very well established and successfully contribute to the quality of support and guidance offered to learners. The school listens carefully to parents and carers, takes into consideration their views and is well prepared to act upon their recommendations. Parents and carers say that they feel valued, welcomed and respected by staff.

106 The school council is a good forum for the development of learners' personal and social skills and provides a good opportunity for them to work together and contribute to decision making. Councillors undertake their duties conscientiously and feel they can make a real difference to their school. They are proud of the improvements they have secured and have an agenda of further enhancements they would like to make to the school. They are good ambassadors for their school.

107 Induction procedures throughout the school are outstanding and are tailored to accommodate the specific needs of individual children and their families. Many learners in all year groups arrive at different times during the school year and settle quickly and confidently into their new environment. The pastoral support offered by staff and peers is exemplary.

108 The school provides excellent personal support and guidance for learners and their individual needs are well known to staff and a carefully structured pastoral programme ensures these needs are met with sensitivity. Learners are confident in seeking the help and support of adults in the school; they are listened to and treated with great respect.

109 The very good quality personal and social education programme, drawn up in line with national recommendations, permeates the life of the school and provides learners with many rich experiences. Health education, sex education
and drugs awareness are given appropriate attention and good use is made of outside agencies to deliver the programme.

110 Learners’ behaviour, attendance, punctuality and performance are monitored rigorously by the school and prompt and effective action is taken to deal with any issues that arise.

111 The school’s policies and procedures to promote good behaviour are highly effective and staff are skilled at implementing a range of very successful strategies to secure very positive behaviour and attitudes. The school receives excellent assistance from the behaviour support teacher, which contributes to the outstanding behaviour demonstrated by nearly all learners.

112 Attendance and punctuality are monitored rigorously by the head teacher and the school’s business manager, and parents are reminded frequently of the need for regular and punctual attendance of their children. Good use is made of attendance data, and follow-up procedures are well established and effective. The school works in close partnership with the Pupil Support Officer from the education welfare service to support those children and their families who are experiencing difficulties. The school complies with all inclusion, discipline and attendance requirements set out in National Assembly for Wales (NAW) Circular 47/06, Inclusion and Pupil Support.

113 The academic performance of learners is monitored carefully by class teachers and learners are increasingly taking an active role in the setting and monitoring of their individual targets and planning their own progress.

114 The school has established highly successful arrangements that contribute to the well-being of learners. The school has clear policies and procedures in place to promote health and safety, including risk assessments and every reasonable measure is taken to ensure staff and learners work in a safe and secure environment. The site manager makes an outstanding contribution to the monitoring of health, safety and security throughout the school. His vigilance ensures any issues are dealt with promptly and efficiently. Arrangements to undertake fire drills, respond to accidents and emergencies and deal with the administration of medicines are very well established and effective.

115 As part of the Welsh Network of Healthy Schools, the school is highly successful in promoting a healthy diet and lifestyle. Fresh water is readily available and learners are encouraged to eat healthy snacks. Even the youngest children understand that eating a healthy diet and exercising regularly is good for their health and well-being. Learners also have access to a wide range of physical and sporting activities, which contribute significantly to their fitness and well-being.

116 The school has appropriate measures to deal with appeals and complaints and to promote the protection of children. The assistant head teacher has designated responsibility for child protection issues and she ensures that
national child protection guidelines are followed rigorously. Training is regularly updated and staff are made aware of the correct procedures to be followed.

117 Overall, the provision for learners with SEN is outstanding. The school fully meets the requirements of the SEN Code of Practice for Wales. The school very carefully identifies learners’ individual needs and monitors their progress well. The system for intervention is very effective and learners’ needs are accurately diagnosed at an early stage. A particular strength is the exemplary way the large number of late entrants are assessed very thoroughly. The assessment and record-keeping system is very well developed and the school SEN Co-ordinator (SENCO) manages her responsibilities very effectively and with total commitment.

118 Learners with SEN benefit greatly from the high levels of support they receive and teachers and support assistants have a very clear understanding of learners’ needs. Learning activities are very well matched to learners’ abilities in all subjects across the curriculum. Strategies and programmes to improve reading and spelling are very effective.

119 Individual learning plans are carefully tailored to meet the needs of learners and the school works very effectively with parents and their children to fully involve them in the plans and, where appropriate, learners take part in self-assessment and setting their own targets. At times, and in a very few cases, the plans lack structure and the targets set are insufficiently specific for learners’ optimum progress.

120 The school makes very effective use of a good range of outside agencies to support learners. There is very good quality support from the speech therapist for the relatively large number of pupils at School Action + identified with speech and language difficulties. The input of the health authority, together with early intervention strategies and the skilled support provided by non-teaching staff, are very effective in ensuring that learners make good, and sometimes very rapid, progress.

121 Overall, the provision made by the school for those who learn English as an additional language is good and they make good progress. However, specialist support from outside agencies has been recently reduced and is now limited.

122 Provision for learners who are more-able and talented is outstanding. They are identified early and their talents and curricular strengths are recorded carefully. Staff know these learners well and provide well-planned, curricular challenges and extra-curricular opportunities to develop their talents.

123 The school provides outstanding support for learners whose behaviour might impede their progress or that of others. The school’s very positive ethos and exceptional awareness and understanding of behavioural difficulties ensure that the significant number of learners with behavioural problems are unobtrusive. The contribution of the Behaviour Support Teacher is exemplary. This teacher’s specialist input is of great value in ensuring the full inclusion of learners with behavioural problems in the life and work of the school.
124 The school's provision for equal opportunities is outstanding and the school's commitment to social inclusion is exemplary.

125 The school recognises the diversity of learners' backgrounds and takes this into consideration when planning and delivering support and guidance. Staff know learners very well and are sensitive to their individual circumstances and needs. Teachers are skilled at challenging stereotypes and ensuring that boys and girls receive equal opportunities within the classroom and have equal access to all other facilities within the school.

126 Very good race relations are promoted throughout the school, and diversity is recognised, respected and celebrated. This is an outstanding feature. Equality for all is firmly embedded in the school's ethos and learners are genuinely accepting of others regardless of their ability, gender, race or background.

127 The school has good arrangements to secure the equal treatment of disabled learners and those with complex medical needs. Statutory documentation, including an accessibility plan and disability equality scheme, underpins this successful practice and demonstrates the school's commitment to ensuring disabled learners are fully included in all aspects of the life and work of the school.

128 Outstanding measures are in place to eliminate any bullying, oppressive behaviour, racial discrimination or harassment. All staff work hard to create a climate of mutual support and trust, where good behaviour is expected and where any issue is dealt with swiftly and fairly. Learners respond very well to the secure and well-established rules and the school functions very successfully as an inclusive and happy community where all learners are valued equally.
Leadership and management

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

Grade 2: Good features and no important shortcomings

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

130 The head teacher provides energetic and inspired leadership and he is clear about how the school needs to continue to develop. He carries many responsibilities and undertakes numerous practical duties to ensure the smooth running of the school. He ensures that the school’s clear objectives and values are reflected in its daily life and work. Under his effective leadership, an environment based on trust and the fostering of self-respect and self-esteem is developed well.

131 The head teacher is well supported by the senior management team, hard-working and dedicated teachers and enthusiastic support staff, who play an active part in the decision-making process. There is a strong sense of shared purpose and the ethos of working closely as a team is perceived correctly as one of the school’s strengths. Lines of communication and management structures are good and these allow daily work to proceed smoothly. There are regular meetings to discuss a range of issues appertaining to the daily life of the school.

132 Leaders and managers have successfully promoted learners’ good progress and achievement over time. Learners have challenging, but realistic, targets based on their individual needs and capabilities. Other goals for development are clearly identified in the school development plan and are appropriate to the needs of the school.

133 The school takes excellent account of national and local priorities. These are reflected in areas such as preparations for the Foundation Phase and in ongoing, imaginative support for the development of learners’ literacy, bilingual competence, numeracy and ICT skills.

134 Performance management procedures are well established; targets are linked to the school development plan and school improvement, as well as to staff development. Effective staff appraisal successfully promotes teachers’ professional development and balances the needs of the individual with the priorities of the school.

135 The governing body fulfils its supervisory role and discharges its responsibilities well. There are well-established arrangements for committees and individual governors to become informed about the work of the school. Governors are fully involved in the development planning process and they are assisted well in monitoring the school’s performance through regular reports from the head teacher.
Key Question 6: How well do leaders and managers evaluate and improve quality and standards?

Grade 2: Good features and no important shortcomings

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

137 The school has established a constructive culture of self-evaluation and there is an effective link between the process of self-evaluation and planning for improvement. The school is making good progress in establishing robust self-evaluation procedures that are comprehensive, systematic and based on clear evidence. All staff are aware that they have a part in the school’s self-evaluation process and that their contributions are valued.

138 The self-evaluation report produced by the school prior to the inspection is a concise and focused document that clearly identifies strengths, weaknesses and areas for improvements. It is based on a wide range of relevant evidence, including the analysis of local and national benchmarking information to support its conclusions. Effective use is made of the information gathered to set targets and to identify the way forward for teaching and learning. The judgements of the inspection team agree with the school’s self-evaluation in five of the seven key questions; in the other two, the team awarded a higher grade.

139 The head teacher has a pivotal role in monitoring the quality of teaching, learning and assessment. Subject leaders are appropriately informed about performance in those subjects and areas for which they are responsible. They monitor books, review teachers’ planning, audit resources, hold discussions with learners and prepare detailed subject audits based on evidence gathered. However, the role of subject leaders is not yet firmly embedded in the evaluation process.

140 The views of interested parties, such as parents, learners and governors, are sought and used to inform the self-evaluation process. The informal views of parents are garnered and opportunities are available for them to discuss issues through the school’s open door policy and through the Friends of Prendergast School Association. The views of learners are sought through various forms of consultations and governors contribute effectively to the self-evaluation process through links with specific curricular areas and subjects. All views and opinions are given serious consideration and acted upon effectively.

141 The head teacher, staff and governors use information effectively to make improvements. The school development plan is a strategic document, which details key issues, responsibilities, time scales, costs and success criteria for each target set. Appropriate resources are provided to ensure that targets are achievable.

142 During the last year or so the self-evaluation process has highlighted important priorities, which are beginning to show clear and marked improvement. These...
include the allocation of resources and expertise to raise standards in reading, writing and in the use and application of number.

Because this is a new, amalgamated school, it is not possible to report on progress since the last inspection.

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

Grade 1: Good with outstanding features

The findings of the inspection team do not match the judgement made by the school in its self-evaluation report. Although the inspection team judged key questions 1 and 5 as grade 2, the evidence demonstrates clearly that the outstanding management and use of all resources, including staff, learning materials, the accommodation and outdoor amenities, enrich learners’ experiences very well and help to promote their self-esteem and standards of achievement.

The school is well staffed with an effective team of qualified, experienced and specialist teachers and teaching assistants. Staff are very effectively managed and deployed to enhance teaching and learning. Learning support assistants are well trained to fulfil their roles and they make an important contribution to the quality of teaching.

There are suitable arrangements in place to provide all members of staff with the required preparation, planning and assessment time and good use is made of this. The school uses its resources for workforce remodelling well.

Very effective administrative support is provided which ensures that the life of the school runs smoothly and efficiently. The school site manager makes outstanding contributions to the life and work of the school and undertakes his duties conscientiously and enthusiastically. Cleaning staff and lunchtime supervisory assistants are valued members of the school team and make an important contribution to the school community.

The school is very well equipped and resources are mostly of very good quality. There has been recent investment in areas such as ICT and Welsh and spending has ensured that teachers have very good quality materials to deliver a rich curriculum.

The quality of accommodation and outdoor facilities are outstanding and the resource, music and meeting rooms provide invaluable space for staff meetings, interviews and other activities.

Very efficient and effective use is made of all available resources. The financial implications of all priorities in the school development plan are carefully set out and the school successfully secures grants from a number of sources, thus saving money from its allocated budget. It also raises valuable funds through many school events. Key spending decisions are made after full consultation with relevant members of staff and the governing body. The school provides good value for money.
Standards achieved in subjects and areas of learning

151 The overall quality of the educational provision for the under-fives is appropriate to their needs and children make good progress towards the Foundation Phase outcomes.

Foundation Phase: Grade 2

Personal and Social Development, Well-being and Cultural Diversity

Nursery: Grade 1: Good with outstanding features
Reception: Grade 1: Good with outstanding features

Outstanding features

152 The vast majority of children in the Foundation Phase are very eager to take part in new experiences. They explore new learning skills, opportunities and resources with exceptional enthusiasm.

153 The vast majority of Foundation Phase children display outstanding features in their behaviour, self-control and co-operation with other children and adults and as they work independently through their tasks.

154 The care and respect shown by most children to adults and peers is an outstanding feature. Many initiate support and help for their peers and show concern for new members of their community.

Good features

155 Most younger children settle well into their routines and develop a high level of independence as they participate in a wide range of well-structured and stimulating activities. They maintain an interest in their play and activities for extended periods and socialise well with each other and adults. Most display an increasing interest in the exploration of the indoor and outdoor classroom. The vast majority of children are courteous and have a very good understanding of the need to take turns, for example, during snack time and when sharing equipment. Most demonstrate a very good ability to concentrate and persevere in their learning. They understand the need to eat healthily and that washing their hands is important for personal hygiene.

156 The vast majority of older children are enthusiastic and confident within both class and school environment. They are attentive and interested in activities and welcome opportunities to make choices and explore new experiences with enthusiasm. Nearly all children confidently make independent choices as they move through their daily tasks. They confidently suggest activities as well as following the more structured tasks planned by staff. They are clear about their roles in the classroom and undertake responsibilities, such as washing up after snack time. The vast majority are keen to tidy the indoor classroom and outdoor area at the end of activities.
Most children take responsibility for dressing and undressing themselves with the minimum of fuss when preparing for any physical activities or outdoor experiences. Most begin to show good awareness of the positive effect of exercise on their bodies.

Many older Foundation Phase children take responsibility for their own actions and recognise the concept of ‘fair’ and ‘unfair’ and have a good awareness of the need at times for compromise.

Through the celebration of St. David’s Day and activities based on the traditions and customs of other countries, such as China, all children show good knowledge and understanding of their own culture and many other cultures of the world.

Shortcomings

There are no important shortcomings.

Language, Literacy and Communication Skills

Nursery: Grade 2: Good features and no important shortcomings
Reception: Grade 2: Good features and no important shortcomings

Good features

The vast majority of younger children listen attentively in all situations. They display much enjoyment when listening to stories, sharing books and retelling familiar folk tales. The vast majority respond well to questions and instructions, take turns to speak and are eager to talk to adults and to each other about their experiences. Most contribute confidently during class or group discussions, when discussing their class ‘Cinderella ball’. The vast majority speak fluently and clearly and use an increasingly wide range of sentence patterns. Children’s speaking skills develop well through imaginative play in the shoe shop and in their role-play activities.

Most children use appropriate language relevant to the different scenarios. They correctly recall a good variety of nursery rhymes and verses. In the writing area, most enjoy their mark-making activities, using a wide variety of media, including ICT, to form letters correctly. Many identify most letters of the alphabet correctly and develop a good awareness that every letter has a shape and sound.

All older children listen well to others for an increasing length of time and respond appropriately to what they say. The vast majority take turns to speak clearly and audibly, using a wide range of vocabulary and sentence patterns. Most ask and answer questions, articulately express their thoughts, opinions and ideas, for example, when listening with great interest to the story of ‘Jack and the Beanstalk’. Most children welcome the opportunity to talk at length with adults about their experiences and when engaged in their activities.

The vast majority of children display a lively interest in the contents of books and they become immersed in the text of their class book, ‘Where the wild
things are’. Many use the narrative to create their own version of the book. Most have good awareness of the sounds of different letters and use these skills effectively when undertaking reading activities. Many children read simple texts with good understanding and show the ability to retell the story or predict events from pictorial clues. A few more able ones read independently and confidently beyond the reading scheme. Most children’s emergent writing skills develop well, with a few children writing their own words and simple sentences independently, when they make lists, write menus or instructions during their role-play activities.

Shortcomings
165 There are no important shortcomings.

Mathematical Development

Nursery: Grade 1: Good with outstanding features
Reception: Grade 1: Good with outstanding features

Outstanding features
166 Most younger children have an outstanding awareness of co-ordination and place value up to 20. Many have an exceptional understanding of the relationship between numbers and number symbols.

167 Many younger children have an outstanding recognition of bronze and silver coins, and understand which ones have the greater value.

168 Most older children have an outstanding ability to measure accurately, using non-standard measures, and they check their predictions using standard measures, showing exceptional ability to comment on a fair or unfair scenario.

Good features
169 The vast majority of younger children entering the Foundation Phase quickly develop a good understanding of mathematical concepts through singing number rhymes and songs, and they regularly use number as part of their daily routine. Most count, compare, sort, match, order and sequence objects or colours effectively, such as the various shoes in the class shoe shop. Most children correctly recognise shapes, such as a circle, cube or square, and use mathematical vocabulary, such as big/small, correctly by placing objects in their correct size according to their properties.

170 Most children accurately estimate and predict, using non-standard measures, as they play or take part in baking activities. They pour and fill with confidence and use comparative language, such as full/empty, heavy/light.

171 The vast majority of older children have a successful understanding of the passing of time in the context of their own lives and they are well aware of the daily routines of their class. Most recognise and confidently name a range of two- and three-dimensional shapes and they correctly identify similarities and differences in patterns and objects both within the classroom and outdoors.
Most children describe directional change clearly as they match photographs of the outdoor area in order to place their ‘wild thing’ puppet.

The vast majority of older children have a competent understanding of the relationships between symbols and numbers as they communicate their findings in an oral and written manner. Many count in 10s to 100, while a few count and recognise symbols to 1000. Most successfully complete a bar graph of their favourite colours.

Shortcomings
There are no important shortcomings.

Welsh Language Development

Nursery: Grade 1: Good with outstanding features
Reception: Grade 1: Good with outstanding features

Outstanding Features
Most children use an outstanding range of Welsh vocabulary and phrases as they respond to questions.

At a very young age most children display a very positive attitude to learning Welsh and understand that the language is used in all their classroom displays.

Nearly all children have an excellent understanding of a broad range of instructions, commands and phrases. They react quickly to instructions and commands by teachers and often hardly need the support of repetition in English to further their understanding.

The majority of younger and older children listen intently to Welsh spoken by practitioners. Their confident responses are very well enunciated and extended, and they are proud to practise their wide range of language patterns with visitors.

Good features
Most younger and older children are confident when using phrases about the weather, vocabulary linked to discussions about feelings and describing words about the music they hear. All confidently identify and use the vocabulary for colours and numbers and consolidate their understanding with rhymes and songs. They recall the words of a range of songs linked to class routines and traditional ones.

Most younger children name parts of the school building correctly. All children describe their likes, dislikes and desires accurately.

The vast majority of younger and older children read correctly the repetitive patterns they see on the interactive whiteboard and a range of reading material in Welsh.
182 Older children begin to record, in marks and symbols, the vocabulary they know.

Shortcomings
183 There are no important shortcomings.

Knowledge and Understanding of the World

Nursery: Grade 2: Good features and no important shortcomings
Reception: Grade 2: Good features and no important shortcomings

Good features
184 The vast majority of children develop a good understanding of the environment through their activities in the outdoor area and as they explore and experiment independently with natural resources.

185 All younger and older children clearly understand the importance of healthy eating for their well-being and of the need for variety in diet to encourage growth and development. Most have a good understanding of the passage of time and know the names and main characteristics of the seasons. Many children show good awareness of the important changes in their own development from babyhood to the present and realise that all living things change over time. Most display effective investigative skills as they study and note the changes that occur in the life cycle of the frog and butterfly. Through their activities in the outdoor Garden Centre, most children develop a good awareness and understanding of the conditions needed for all living things to grow. They plant and care for their own runner beans and flowers.

186 Many older children develop good investigative skills when playing in their Discovery Area and as they distinguish competently between the texture of a variety of materials. Most develop improved investigative skills as they observe the changes that occur to their fairy cake mixture during cooking. Most have an effective awareness of the need for basic hygiene when preparing sandwiches for the princess party. Many children have a good awareness of the purpose of simple maps as they plan Cinderella’s walk from her house to the palace and they devise appropriate symbols to represent objects seen on the way.

187 Most younger and older children use ICT successfully. They use the computer mouse and interactive whiteboard to move icons and objects proficiently.

188 Most older children understand that people in the community undertake different kinds of work. Through visits to the local Farmers’ Markets and Morrisons’ supermarket, the vast majority develop a good understanding of the contribution of various people to their lives and well-being. They act out their work very realistically in their role-play activities in their own Prendergast Market.

189 Nearly all children demonstrate a growing sensitivity to the needs and feelings of others when listening to stories from the Bible during collective worship. Many offer their own prayers of thanks. The vast majority of children develop a
mature understanding of caring for the environment through recycling food waste and growing a range of seeds, plants and vegetables in the outdoor area.

Shortcomings
190 There are no important shortcomings.

Physical Development

Nursery:  Grade 2: Good features and no important shortcomings
Reception: Grade 2: Good features and no important shortcomings

Good features
191 The vast majority of children develop a good spatial awareness and they understand the concepts of behind, above and below appropriately when playing on soft play equipment. They respond quickly and appropriately to instructions as they move confidently and safely in a variety of ways. Most children distinguish effectively between hopping, jumping, running and marching, showing good control of their body movements.

192 Most younger children quickly develop the skills of rolling and moulding as they confidently use play dough and clay to produce artefacts relating to their thematic work. They handle small equipment, such as jigsaws, scissors, brushes and marking resources with increasing confidence, dexterity and accuracy.

193 The vast majority of older children use pencils, crayons, pens, scissors, glue sticks and small equipment with increasing dexterity. They demonstrate effective control as they roll and pinch play dough. They develop their hand-eye co-ordination skills well when playing with various sized jigsaws, weaving activities and threading beads.

194 Most older children move confidently with increasing control and co-ordination. They listen carefully to instructions and know that exercise is good for their well-being. Most display a competent ability to climb, balance and crawl in and around apparatus, both indoors and outdoors.

195 During activities in the outdoor play area, nearly all children play successfully on large toys and display increasing confidence in moving cars, tractors and bikes in different directions. Nearly all demonstrate a good ability to pedal, push, pull and control the large wheeled toys.

Shortcomings
196 There are no important shortcomings.
Creative Development

Nursery: Grade 2: Good features and no important shortcomings
Reception: Grade 2: Good features and no important shortcomings

Good features
197 Nearly all younger children respond enthusiastically to singing and musical activities. Most sing tunefully and are confident, individual performers as they sing and accompany songs on the ‘Cinderella party stage’ in front of their peers and an invited audience from a local school.

198 Most children show a confident awareness of rhythm as they compose sounds to accompany ‘Enjy benjy’ or interpret sounds in ‘The Creepy Castle’ using a good variety of untuned instruments.

199 Most explore and experiment with different colour, media and texture. They mix colours confidently for different purposes and create objects from junk materials to make a prince’s palace.

200 Many younger children use art packages on the computer to draw pictures of themselves with skill and dexterity.

201 Most older children sing with a competent awareness of pitch and use a good range of untuned instruments to compose simple accompaniments to sound stories. Most maintain a steady beat and show a good awareness of rhythm as they clap and imitate rhythmic patterns.

202 Most children work creatively with paint and make appropriate choices between colours to produce good self-initiated work, such as collages. Most carefully create pictures and patterns using techniques, such as printing with sponges or painting shape and line patterns for their own designs. Many children recreate detailed observational drawings, based on the work of Van Gogh, and use differing brush strokes to create confident light and dark tones in their own interpretations of the painting ‘Starry Night’.

Shortcomings
203 There are no important shortcomings.

English

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

Good features
204 In key stage 1, most pupils listen very attentively to presentations by teachers and each other. They speak confidently about their work and experiences with both adults and fellow pupils. Most begin to realise the need to adapt their spoken language and intonation of voice when participating in role-play situations.
In key stage 2, most listen very carefully in both whole-class and group activities. They ask pertinent questions, convey information and, by the end of the key stage, employ well-reasoned and logical arguments to defend their opinions within group, paired and class discussion work.

Nearly all pupils in both key stages enjoy reading; they make good use of the books available and read regularly. Their reading skills develop well.

Most key stage 1 pupils make a good start to reading from an early age and, by Year 2, they are accurate and fluent readers. More-able pupils read with expression and understanding and talk about the aspects of the books they enjoy or dislike.

In key stage 2, nearly all read a variety of books fluently and expressively. They give detailed accounts of the books they are reading, name their favourite authors and identify recurring features of their work. By the end of key stage 2 many pupils’ higher-order reading skills develop well and they retrieve information from a variety of sources, such as the internet and non-fiction texts.

In key stage 1, many pupils’ writing is good. Year 1 pupils copy simple words or phrases. More-able pupils are beginning to write a few words or sentences independently. Many pupils’ spelling and punctuation develop with increasing accuracy.

Standards of writing are good in key stage 2. Most pupils produce a wide variety of creative and factual work including letters, diary writing, reports and poetry. By the end of key stage 2, a few more-able pupils produce outstanding pieces of writing. Most pupils organise their writing in paragraphs using a variety of sentence patterns. Handwriting is generally joined and legible.

There are no important shortcomings.

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

In key stage 1, most pupils’ speaking and listening skills develop very well. Nearly all pupils use the spoken word very confidently and recall vocabulary easily. Their ability to speak fluently and confidently, using a wide range of vocabulary together with accurate pronunciation in Welsh, is outstanding.

In key stage 1, most pupils make exceptional progress with their reading across the key stage.
Good features
214 Many pupils in key stage 1 write simple phrases and sentences based on acquired vocabulary in relation to such topics as clothing, likes and dislikes. More-able pupils write at length about Eira and Sir Benfro and use their ICT skills to word process and illustrate their work well.

215 Most pupils in key stage 2 listen well to all forms of spoken Welsh and respond clearly to simple instructions and greetings. Nearly all make good progress in their knowledge and understanding of spoken Welsh.

216 In key stage 2, the majority of pupils count successfully from 1 to 100 and beyond. They know many of the colours in Welsh and they apply these well when playing games or in discussions.

217 Most pupils in key stage 2 read words, phrases and sentences, which they use in their oral work, and they extend their vocabulary well with language patterns from simple texts in Welsh.

218 Many pupils in Year 5 use and consolidate their vocabulary in relation to their visit to the local shops, answering questions with full sentences and a good range of vocabulary.

219 In key stage 2, most pupils make good progress in their writing and older ones write descriptive passages about ‘Pobl Enwog o Gymru’. They link learned words and phrases effectively and a minority of pupils write in the first and third person competently. They create play scripts about ‘Fy Hobi’, using familiar sentence patterns and vocabulary well.

Shortcomings
220 There are no important shortcomings.

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
221 Most pupils in key stage 1 make good progress as they move through the key stage. They count reliably to 100 and show a good understanding of number bonds to 20.

222 Many pupils in Year 1 recognise coins and know their value when shopping. They use ordinal numbers to put objects in the correct position and they count forward and back from a given point.

223 In year 2, most pupils have a secure knowledge of odd and even numbers. They order numbers to 100 and are beginning to understand place value. They show this in their work with money and they use coins up to 2 pounds. Many pupils add and subtract, completing a chain to find a missing number and
create their own chains to make a given number. They halve and double numbers in their work accurately.

224 In key stage 1, many pupils understand and use standard measures and they have a good recall of mathematical vocabulary. They describe 2D and 3D shapes well and they use appropriate language to discuss their properties. They match shapes to objects both within the classroom and in the school grounds. They use their knowledge of shapes to create models and most sort their shapes, using different criteria, into a Venn diagram.

225 Most key stage 1 pupils know the days of the week, months of the year and the seasons and they develop a good understanding of time. Most create and read simple pictograms and bar graphs accurately and they make good progress in their problem-solving skills.

226 Most key stage 2 pupils make good progress in using the different aspects of number effectively and the majority apply their skills well. They show quick recall in their mental maths sessions.

227 Many pupils in Years 3 and 4 count backwards and forwards, using the multiplication tables of 2, 3, 4, 5 and 10 and they use inverse operations for multiplying and dividing. The more-able pupils add large numbers accurately and have a good understanding of place value up to a thousand.

228 By Year 6 most pupils have a good grasp of the relationship between decimals, percentages and fractions. They develop a good understanding of the concept of ratio, proportion and probability. Many Year 5 and 6 pupils investigate and solve problems in these contexts with good accuracy.

229 Many key stage 2 pupils demonstrate a good understanding of 2D and 3D shapes and their properties. Many pupils in Year 3 and 4 classify and describe the properties of 3D shapes well and most use terms such as vertices and faces appropriately. In Years 5 and 6 many understand angles and calculate perimeters and areas when solving problems.

230 The majority of key stage 2 pupils make good progress in database work and they use their computer skills effectively in this context.

Shortcomings
231 There are no important shortcomings.

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
232 In both key stages, nearly all pupils confidently search for and access scientific information from a range of sources, making particularly good use of the
internet. They communicate their ideas clearly in writing and through a variety of different charts and tables.

233 In key stage 1, most pupils organise themselves well to undertake experiments; they work with a high degree of independence and explain their work clearly, using key scientific vocabulary appropriately.

234 Nearly all pupils in Year 1 communicate their ideas in a variety of ways when they experiment to find out which materials are waterproof. They accurately describe the features of different materials, such as paper and metal, demonstrating good levels of understanding.

235 Most older pupils in key stage 1 predict sensibly the outcome of their investigations into floating and sinking, with most knowing how to ensure they undertake a fair test.

236 The vast majority of younger key stage 2 pupils make good progress as they develop their understanding of air resistance. The majority have good recall of aspects of their work on friction and gravity and they use scientific vocabulary accurately when discussing and explaining their thinking and when conducting experiments with spinners.

237 Many Year 4 pupils explain their experiment well when measuring friction; they make good use of their numeracy skills and record their findings accurately. Most confidently explain their thinking while undertaking experiments.

238 Nearly all older pupils in upper key stage 2 know how to carry out a scientific enquiry. They pose questions and make sensible predictions, record their experiments in a variety of ways and present their findings clearly, writing at length in their work on seed germination.

239 Most Year 6 pupils competently undertake investigations into pitch in their work on sound; many transfer the knowledge gained from the experiments to explain how a recorder works. They use ICT very effectively to collect, store and present data on pulse-rate readings. Most successfully undertake detailed research projects, such as their work on space, and they produce effective calculations in their work on planets.

**Shortcomings**

240 There are no important shortcomings.

---

**Information and communications technology**

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

**Outstanding features**

241 The vast majority of pupils have very high skill levels in relation to their age and ability.
In both key stages, many pupils fully recognise the value and potential of information and communications technology as a tool for learning and for communicating and handling information.

Many design, develop, explore and evaluate models of real or imaginary situations, and they measure and control physical variables and movement in an exemplary fashion.

**Good features**

Relative to their age, most pupils show good skills in word processing, use of graphics, modelling, control and measure and data handling. Most in every year group produce good quality mini-projects.

Most pupils in key stage 1 demonstrate confidence and familiarity when using computers. They use a good range of basic computer skills, including moving and positioning the cursor purposefully with the mouse and using basic keyboard functions, such as letters, numbers, punctuation keys, the space bar, and the enter/return keys. With support, they open programs and save work accurately.

Most Year 2 pupils create data tables and simple graphs, which they print independently. They demonstrate good progress in extending their word-processing and graphics skills.

Many key stage 1 pupils explore and navigate appropriate simulation/adventures games and talk confidently about their choices and predicted outcomes.

In key stage 2, most pupils show increasing competence in using computers for a variety of purposes. For example, they use an e-portal system effectively to communicate with each other and with teachers.

In Years 3 and 4, many pupils extend their word-processing skills and they enhance the quality of their presentations by importing pictures from the Internet and ‘Clip Art.’ They use Welsh text well in some of their written work. The majority work independently to collect, enter and save data for a graph and discuss their results effectively.

In Years 5 and 6, most pupils use a digital camera successfully and create effective Powerpoint presentations using text, graphics and more advanced features of the program. They use search engines effectively and paste images to support their work. They develop good desktop publishing skills when producing brochures and leaflets for various subjects.

Most Year 6 pupils are very competent at locating, retrieving and saving information to files and confidently use the word processor to draft and redraft work. They use a range of techniques to help them complete projects. Most display a very good knowledge and understanding of strategies for completing their goal, using internet research, databases and spreadsheets very effectively.

**Shortcomings**

There are no important shortcomings.
Design and 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

253 Most pupils in both key stages have a good understanding of the processes of designing, making, testing and evaluating and, by the end of key stage 2, they have effective, independent working skills. Most in both key stages use equipment safely and are fully aware of any related risks and dangers. They are also aware of the importance of hygiene when handling food.

254 In key stage 1, many pupils gain a good understanding of properties, including taste, texture and appearance, and they bake good quality Welsh cakes and chocolate-dipped biscuits. They use a range of tools and utensils effectively and develop skills in washing, cutting and slicing.

255 In key stage 1, most pupils create attractive hand puppets and they design decorations from recycled materials. Many pupils build successful towers and paper rockets.

256 Many pupils in Years 1 and 2 design and make effective castles, which are 30 centimetres high.

257 Most pupils in Years 3 and 4 design and construct competent Tudor houses. They plan and measure these carefully and proudly display them outside their classrooms.

258 In Years 3 and 4, most pupils design and make simple containers and torches and they successfully evaluate the finished products.

259 Many pupils in Years 5 and 6 design simple chairs and they carefully evaluate their outcomes.

260 Many pupils in Years 5 and 6 create very attractive and colourful Indian totem poles, which adorn their classroom walls.

Shortcomings

261 There are no important shortcomings.

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

262 In key stage 1, most pupils display a good understanding of a time line and they correctly sequence events in relation to those in their own lives. Most have an effective, emerging sense of chronology as they sequence cooking utensils
found in Scolton Manor and compare these with those in their own homes. They demonstrate a competent understanding of the terms ‘before’ and ‘after’.

263 Most key stage 1 pupils know about the living and working conditions in the coal mines at the time of Susan Rees. They compare her life and work with Jane Pritchard’s, who lived in a manor house. More-able pupils make informed comparisons of life in those periods with that of their own.

264 In key stage 2, most pupils gain an increasing awareness of chronology and effectively place the periods in history studied by them in strict chronological order.

265 Many younger pupils in key stage 2 demonstrate a good knowledge and understanding of some of the main events and significant characters of the Tudor period. They compare the living conditions of the rich and poor and confidently conduct successful historical enquiries in groups.

266 Most older pupils in key stage 2 display a good understanding of various aspects of Victorian society, including schools and the lives of rich and poor people during the period. Most develop effective enquiry skills and ask appropriate historical questions when undertaking investigations into Victorian inventions. They make informed judgements and interpret evidence well.

267 Most older pupils have a good understanding of the different ways in which the past is represented and they discuss various interpretations well.

Shortcomings
268 There are no important shortcomings.

GeoGraphy

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

Outstanding features
269 In key stage 1, most pupils make very good use of their local environment to develop a very good range of geographical skills.

270 Most key stage 1 pupils use the map of Wales very competently to locate information and identify specific areas and places. They know and can locate where they live in Wales and they very successfully compare and discuss the physical features of their own locality with that of north Wales.

Good features
271 In key stage 1, most older pupils successfully compare life in India with their own lives in Wales. They have a good knowledge of the different climate, foods and customs of India.
Many key stage 1 pupils confidently find directions and various routes on a street when using a computer program.

In key stage 2, most younger pupils make good progress in developing their geographical and map work skills.

Nearly all older pupils in key stage 2 competently use four-figure co-ordinates when locating places on an Ordinance Survey map. More-able pupils enjoy the challenge of using eight-figure grid references.

Most pupils in key stage 2 use appropriate geographical vocabulary. They are skilled in reading maps, easily find locations and symbols and plan routes competently. Nearly all use internet map sites proficiently.

In key stage 2, most older pupils demonstrate good knowledge of the physical and human features of Haverfordwest, Pembrokeshire and Wales in general.

Most older pupils in key stage 2 have an effective geographical knowledge of many European countries and of Zanzibar.

Shortcomings
There are no important shortcomings.

Art and design

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

Outstanding features
Many pupils’ work in both key stages demonstrates excellent use of colour, pattern, texture, size and contrast.

Many pupils regularly update their living art gallery around the school with high quality work in metal, textiles and paint.

Key stage 1 pupils’ collage work, in the style of Monet, is exceptionally attractive.

Many pupils have an excellent knowledge of Welsh artists and they produce stimulating work in the style of Graham Sutherland and local artist, Margaret Jones.

Good features
In both key stages, most pupils work effectively with a wide range of media, tools and sizes to create vivid, bold, innovative and imaginative artwork. They develop a range of artistic skills at an early age. Many take creative risks and experiment courageously.
284 In key stage 1, the vast majority of pupils produce engaging work with effective patterns and different textures.

285 Most pupils in key stage 2 work well in two and three dimensions and they gain their inspiration from Welsh artists and those of the wider world. They investigate, experiment with and develop imaginative techniques of their own.

286 Most pupils in Years 3 and 4 study the work of Hans Holbein and Tudor portraiture and they develop successful portraits of their own, using viewfinders and a range of media, such as charcoal, line drawings and clay.

287 Many key stage 2 pupils illustrate stories, such as Gelert, using effective paint and brush techniques. They produce paintings in the style of Aboriginal art and compare these with very attractive illustrations on totem poles.

288 Most pupils in key stage 2 use sketchbooks consistently and effectively to experiment with different techniques, such as drawing, shading, tone, pattern and effect. Their sketchbooks are a record of bold experimentation and a map of achievement.

289 Many older pupils contribute to the design of impressive stained glass windows in the school following a visit to a local church.

290 A majority of pupils confidently create portraits out of clay and develop some of these into three-dimensional art work, especially when recreating Tudor figures.

291 Many older pupils in key stage 2 study the work of Kandinsky and produce effective power point presentations on his life and work.

Shortcomings
292 There are no important shortcomings.

Music

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

Outstanding features
293 Many pupils across the school have an excellent recall of the terminology for musical elements. Younger pupils show a very good understanding of what the terms mean, while older pupils use them confidently in their compositional and appraising tasks and identify how they contribute to compositions.

294 In both key stages most pupils work very effectively in groups to create a range of compositions showing imagination and creativity.

295 Many younger pupils have a very good knowledge of the names of a wide variety of untuned instruments and realise how different actions are needed to play them effectively. Older pupils have an excellent awareness of a range of
both tuned and untuned instruments. Many know the families they belong to and which instrumental families make up an orchestra.

Many pupils’ appraisal skills are exceptional. In all classes pupils can identify the good features in their own compositions and that of their peers; they also very effectively provide plenty of ideas on how compositions can be improved.

### Good features

296 Most pupils are enthusiastic musicians. The standard of singing is good overall and many pupils demonstrate good knowledge of pitch, dynamics and breathing control.

297 Most younger pupils in key stage 1 work well together to create, select and organise sounds in response to different stimuli, using body percussion well. They improvise, compose and arrange music, using a variety of sound sources, and create interesting patterns. They refine their melodic patterns thoughtfully.

298 After listening to various pieces of music, most pupils in key stage 1 express simple opinions on likes and dislikes. They identify long and short sounds, using suitable symbols, and sort the instruments accurately according to the sounds they make.

299 In key stage 2, as pupils compose songs, many discuss whether the song should create a happy or sad sound. They refine and rearrange their compositions well.

300 In key stage 2, most pupils effectively maintain an individual, instrumental part in a group piece. Their final performance, combining singing and instrumental parts, is of a good quality. They listen attentively to their recorded work and make sensible suggestions as to how they can improve it.

301 Towards the end of key stage 2, many older pupils speak confidently about the emotions that a piece of music can evoke and how lyrics contribute to the emotional context. Many describe in detail, and with enthusiasm and confidence, occasions when they perform their compositions in the community. They are knowledgeable about different genres and period pieces of music, and they describe vividly their compositions.

### Shortcomings

302 There are no important shortcomings.

### Physical education

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

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

### Good features

303 Nearly all pupils in both key stages understand the importance of ‘warming up’ before undertaking physical activities and ‘cooling down’ afterwards. They know
that physical exercise makes changes to body functions and that regular exercise is good for them.

305  Nearly all pupils understand the importance of making sure that activities are safe and free from hazards. In both key stages, all pupils have the necessary skills to dress and undress quickly.

306  In both key stages, most pupils' knowledge and understanding of the skills of physical education are well established. Most in key stage 1 are aware of the importance of good body shape and posture.

307  In both key stages, most pupils respond well to music. They plan and refine their performances well, for example, in creative movements and dances based on themes.

308  In key stage 2, nearly all pupils recognise the safety implications of working in a confined space when undertaking gymnastic routines. Most show good skills when creating shapes and using and controlling different parts of their bodies. They co-operate very effectively in group activities to repeat different parts of a sequence and to build a series of activities. Most learners show high levels of care and consideration for each other.

309  During swimming lessons, most key stage 2 pupils swim competently and unaided, using a good variety of strokes. They have a good understanding of safety in any situation involving water.

310  When undertaking orienteering work, most key stage 2 pupils show a good awareness of the specific criteria needed to undertake different activities successfully. They concentrate well on reading instructions, understand points of the compass and follow four- and six-figure grid references competently. The skills of the vast majority when working in pairs to solve the problem of finding locations are outstanding.

311  All pupils participate successfully in a good range of team games against other local schools. They demonstrate a good understanding of how to compete fairly and display good sportsmanship when winning or losing. They have positive attitudes to participating and competing.

312  In both key stages, most pupils evaluate and assess their own achievements and those of others fairly and constructively. They confidently use a wide variety of ICT software to evaluate their own performances.

Shortcomings
313  There are no important shortcomings.
<table>
<thead>
<tr>
<th>Good features</th>
</tr>
</thead>
<tbody>
<tr>
<td>314 Most pupils in both key stages have a growing awareness of the need for</td>
</tr>
<tr>
<td>rules within society and they create their own class rules.</td>
</tr>
<tr>
<td>315 Nearly all pupils in key stage 1 have an effective awareness of special</td>
</tr>
<tr>
<td>ceremonies in a church, such as christenings, and of the main events in the</td>
</tr>
<tr>
<td>Christian calendar, such as Easter, Harvest and Christmas. They enhance</td>
</tr>
<tr>
<td>their understanding by visits to, and participation in, local church activities.</td>
</tr>
<tr>
<td>316 Most pupils in key stage 1 have a good awareness of the importance of</td>
</tr>
<tr>
<td>being a good friend and they produce class recipes for friendship.</td>
</tr>
<tr>
<td>317 In key stage 1, most pupils know many Biblical stories, such as Jonah and</td>
</tr>
<tr>
<td>the Whale and the Good Samaritan.</td>
</tr>
<tr>
<td>318 Younger pupils in key stage 2 know the story of Moses and the Ten</td>
</tr>
<tr>
<td>Commandments and they identify the key features of a synagogue.</td>
</tr>
<tr>
<td>319 A majority of pupils in key stage 2 understand that other religions have</td>
</tr>
<tr>
<td>different religious festivals. They develop an increasing understanding of</td>
</tr>
<tr>
<td>the traditions associated with the Jewish and Muslim faiths.</td>
</tr>
<tr>
<td>320 The majority of pupils in key stage 2 develop a competent understanding</td>
</tr>
<tr>
<td>of the main features of religious buildings, such as font, pulpit and altar,</td>
</tr>
<tr>
<td>and they understand the role and responsibilities of a local vicar.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Shortcomings</th>
</tr>
</thead>
<tbody>
<tr>
<td>321 Although there are no important shortcomings, a few older pupils do not</td>
</tr>
<tr>
<td>reflect sufficiently on religious issues and ideas.</td>
</tr>
</tbody>
</table>
School's response to the inspection

The governors, pupils and staff of Prendergast CP School are very grateful to Dr Evans and his team for the professionalism they demonstrated during the inspection. The school felt that they were rigorous and challenging as well as very courteous and supportive. Their opinions and feedback were very much valued by all the staff and will help the school move forward in the future.

We are very pleased with the outcome of the inspection as it shows that the school has made good progress in meeting the challenge of amalgamation and the recent changes to the curriculum in Wales. The school is delighted with the standards of learning and teaching identified by the team during the inspection. Everyone at the school is aware of the need to maintain and improve on these standards over the coming years.

The grade awarded for the care and guidance of learners recognises the effort made by everyone at the school to ensure that we meet the needs of the individual child. We are particularly pleased that the team recognised that the school values all our learners and encourages them to celebrate their cultural heritage. The school is particularly proud of the judgement made regarding the relationships at the school and the values and attitudes of our learners.

The Governing Body are very gratified that the inspection team recognised the quality of the leadership in the school and that the school self-evaluation process is effective by clearly identifying the school's strengths and areas for development. The governors are committed to ensuring that the school continues to evaluate all aspects of school life rigorously, especially standards in the curriculum.
## Basic information about the school

<table>
<thead>
<tr>
<th>Name of school</th>
<th>Prendergast Community School</th>
</tr>
</thead>
<tbody>
<tr>
<td>School type</td>
<td>Primary inc Foundation Phase</td>
</tr>
<tr>
<td>Age-range of pupils</td>
<td>3-11</td>
</tr>
<tr>
<td>Address of school</td>
<td>Stokes Avenue, Prendergast, Haverfordwest.</td>
</tr>
<tr>
<td>Postcode</td>
<td>SA61 2RB</td>
</tr>
<tr>
<td>Telephone number</td>
<td>01437 771580</td>
</tr>
<tr>
<td>Head teacher</td>
<td>Mr N Paul Hughes</td>
</tr>
<tr>
<td>Date of appointment</td>
<td>September 2005</td>
</tr>
<tr>
<td>Chair of governors /</td>
<td>Mr John Bartlett</td>
</tr>
<tr>
<td>Appropriate authority</td>
<td></td>
</tr>
<tr>
<td>Registered inspector</td>
<td>Dr David Gareth Evans</td>
</tr>
</tbody>
</table>
## Appendix 2

### School data and indicators

#### Number of pupils in each year group

<table>
<thead>
<tr>
<th>Year group</th>
<th>N (fte)</th>
<th>R</th>
<th>Y1</th>
<th>Y2</th>
<th>Y3</th>
<th>Y4</th>
<th>Y5</th>
<th>Y6</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of pupils</td>
<td>23.5</td>
<td>73</td>
<td>37</td>
<td>41</td>
<td>49</td>
<td>46</td>
<td>53</td>
<td>51</td>
<td>373.5</td>
</tr>
</tbody>
</table>

#### Total number of teachers

<table>
<thead>
<tr>
<th>Number of teachers</th>
<th>Full-time</th>
<th>Part-time</th>
<th>Full-time equivalent (fte)</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>16</td>
<td>5</td>
<td>17.7</td>
</tr>
</tbody>
</table>

#### Staffing information

<table>
<thead>
<tr>
<th>Staffing information</th>
<th>19.8:1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pupil: teacher (fte) ratio (excluding nursery and special classes)</td>
<td></td>
</tr>
<tr>
<td>Pupil: adult (fte) ratio in nursery classes</td>
<td>7.8:1</td>
</tr>
<tr>
<td>Pupil: adult (fte) ratio in special classes</td>
<td>N/A</td>
</tr>
<tr>
<td>Average class size, excluding nursery and special classes</td>
<td>25</td>
</tr>
<tr>
<td>Teacher (fte): class ratio</td>
<td>1.26:1</td>
</tr>
</tbody>
</table>

#### Percentage attendance for three complete terms prior to inspection

<table>
<thead>
<tr>
<th>Term</th>
<th>N</th>
<th>R</th>
<th>Rest of school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autumn 2009</td>
<td>89.2</td>
<td>92.2</td>
<td>93.0</td>
</tr>
<tr>
<td>Summer 2009</td>
<td>90.8</td>
<td>92.5</td>
<td>93.6</td>
</tr>
<tr>
<td>Spring 2009</td>
<td>87.5</td>
<td>89.4</td>
<td>91.0</td>
</tr>
</tbody>
</table>

#### Percentage of pupils entitled to free school meals

<table>
<thead>
<tr>
<th>Percentage of pupils entitled to free school meals</th>
<th>12.2%</th>
</tr>
</thead>
</table>

#### Number of pupils excluded during 12 months prior to inspection

| Number of pupils excluded during 12 months prior to inspection | 1     |
Appendix 4

Evidence base of the inspection

Six inspectors spent a total of nineteen inspector days in the school. A team meeting was held prior to the inspection. The school accepted the invitation to appoint a nominee, and there was a peer assessor present for the duration of the inspection.

The team inspected:
- 89 lessons or part lessons;
- all classes;
- acts of collective worship; and
- a range of extra-curricular activities.

The inspection team held meetings with:
- staff, governors and parents before the inspection;
- senior managers, teachers, support and administrative staff and groups of learners during the inspection; and
- staff and governors after the inspection.

The inspection team also considered:
- the school’s self-evaluation report;
- 139 parents’/carers’ questionnaires, of which 92.47 per cent of responses were positive;
- a comprehensive range of documentation provided by the school before and during the inspection; and
- a variety of current and past learners’ work.
## Appendix 5

### Composition and responsibilities of the inspection team

<table>
<thead>
<tr>
<th>Team member</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr David G Evans</td>
<td>Context, Summary and Recommendations. Key Questions 1, 2a and 5 English, design and technology and religious education</td>
</tr>
<tr>
<td>Registered Inspector</td>
<td></td>
</tr>
<tr>
<td>Mrs Janet Warr, Lay Inspector</td>
<td>Key question 4a and 4c and contributions to key questions 1, 3 and 7</td>
</tr>
<tr>
<td>Mrs Eleri Honour, Team Inspector</td>
<td>Key question 6 Foundation phase, history and physical education</td>
</tr>
<tr>
<td>Mrs Delyth Parris, Team Inspector</td>
<td>Key question 3 and key question 4b Welsh second language, science and geography</td>
</tr>
<tr>
<td>Mrs Aimee Field, Team Inspector</td>
<td>Key question 2b Mathematics and music</td>
</tr>
<tr>
<td>Mr Enir Morgan, Team Inspector</td>
<td>Key question 7 Information and communications technology and art and design</td>
</tr>
<tr>
<td>Mrs Ruth Lindsay Davies Peer Assessor</td>
<td>Contributions to all the key questions</td>
</tr>
<tr>
<td>Mr N Paul Hughes head teacher</td>
<td>Nominee</td>
</tr>
</tbody>
</table>

**Contractor:**
Evenlode Education Ltd.,
Little Garth,
St John’s Close,
Hawarden,
Flintshire, CH5 3QJ

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