Inspection under Section 10 of the
Schools Inspections Act 1996

Roch Community Primary School
Roch
Haverfordwest
Pembrokeshire
SA62 6JU

School Number: 668/2273

Date of Inspection: 16 – 18 May 2005

by

Mr Eifion R Morgan
WO87/16248

Date: 20 July 2005

Under Estyn contract number: T/230/04P
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Roch Community Primary School was inspected as part of a national programme of school inspection. The purpose 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 more information about their child’s school. A copy of this summary is sent to every family with a child at the school. The full report can be obtained from the school.

The inspection of Roch Community Primary School took place between 16 and 18 May 2005. An independent team of inspectors, led by Mr Eifion R Morgan 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. This summary report may be reproduced for non-commercial educational purposes but only as a whole and provided it is reproduced verbatim without adaptation and the source and date thereof are stated.

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
Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years 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 attain the age of 5 during the academic year. Year 1 refers to the year group of pupils who attain the age of 6 during the academic year and so on. Year 13 is the year group of students who attain the age of 18 during the academic year.

Primary phase:

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<th>Year</th>
<th>R</th>
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<th>Y5</th>
<th>Y6</th>
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</thead>
<tbody>
<tr>
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<td>5-6</td>
<td>6-7</td>
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<td>9-10</td>
<td>10-11</td>
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Secondary phase:

<table>
<thead>
<tr>
<th>Year</th>
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<th>Y8</th>
<th>Y9</th>
<th>Y10</th>
<th>Y11</th>
<th>Y12</th>
<th>Y13</th>
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</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>
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</tbody>
</table>

The national curriculum covers four key stages as follows:

<table>
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<th>Year 1 and Year 2</th>
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</thead>
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Report by Mr Eifion R. Morgan
Roch Community Primary School – May, 2005

**Context**

**The nature of the provider**

1. The school is located in the small rural village of Roch, a village that is about equidistant between Haverfordwest and St. David’s. The school was opened in 1973. It is built on three levels and was partly open-plan in design. More recently it has undergone some building alterations to produce discrete classrooms, although one of the classrooms is a thoroughfare to other rooms and the computer suite.

2. Pupils who attend the school come from a large rural catchment area. There are 104 pupils on roll aged 4 to 11 years. A further 11 children of nursery age (3 to 4 years) attend the school – five of whom on a part-time basis. Numbers have fallen substantially since the last inspection when there were 150 pupils at the school. The school describes its catchment as neither particularly prosperous nor economically disadvantaged and pupils represent the full range of ability. Only two pupils are registered as being entitled to receive free school meals. This is well below the national average.

3. The school has identified 23 pupils (23 per cent) as having some degree of special educational needs (SEN), of whom three have statements of special educational needs. The National Curriculum is disapplied for one of these pupils. Overall the percentage of pupils with SEN is about average for Wales.

4. Practically all pupils come from homes where English is the predominant language. No pupil speaks Welsh as a first language or to an equivalent standard. One pupil receives support teaching in English.

5. Pupils are taught in five classes, four of which are mixed age classes. The teachers, apart from one newly qualified teacher on a temporary short-term contact, are well established and have been teaching at the school for some considerable time. The head teacher is a non-teaching head and teachers are supported by a generous allocation of classroom learning assistants.

6. The school was last inspected in April 1999.

**The school’s priorities and targets**

7. The school aims as outlined in the school brochure are:
   - to develop each child’s confidence and self-esteem and to promote a sense of pride in his/her achievements;
   - to encourage every child to strive to do their best at all times;
   - to support the emotional and social development of the children so that they will be able to realise their maximum potential;
   - to instil a sense of moral values and to foster an awareness of the needs of others within a happy and caring environment;
• to develop skills in all subjects taught at the school with due consideration to the age, aptitude and ability of each child;
• to offer a wide range of extra-curricular activities and to encourage participation in community life; and
• to instil an awareness of good manners and courtesy.

8. The school’s priorities and targets for improvement identified in the school development plan (SDP) include:

• Healthy Schools Project – Management:
  - to develop a consistent approach to Health Education.

• Healthy Schools Project – Environment:
  - to ensure all pupils have opportunity to benefit from stimulating educational challenges;
  - to develop partnership with appropriate outside agencies;
  - to develop good home-school community links;
  - to provide a positive consistent approach to school environment;
  - to provide supportive environments.

• Healthy Schools Project – Nutrition:
  - to provide a consistent approach to food and health in school;
  - to provide supportive environments;
  - to ensure all pupils have the opportunity to benefit from stimulating educational challenges;
  - to develop good home-school links.

• Catch up mathematics:
  - to provide additional support for year 3 pupils underachieving in maths.

• Language:
  - to improve pupils’ listening skills, development and concentration levels.

• Land for Learning:
  - to further develop school grounds as a learning resource, and to provide pupils with skills and knowledge to enjoy countryside and nature.

• Information and communication technology (ICT):
  - to improve pupils’ ICT skills and the provision of ICT.
  - to raise standards in ICT throughout the school, upgrade and review hardware and extend range of software, and provide additional training for all staff.
Summary

9. The school provides its pupils with a caring environment and pupils are happy at school. Provision for pupils’ spiritual, moral, social and cultural development is good. Standards of achievement at the end of both key stages are good and pupils make good progress toward fulfilling their potential.

10. Since the last inspection, educational standards have been raised, especially in ICT and maintained in the core subjects of English, mathematics and science, where standards are currently good at the end of both key stages. Standards of achievement in ICT are well supported by the recently established computer suite and this has also had a significant and positive impact on pupils’ use of ICT across the curriculum.

11. The provision for pupils with SEN is now good. Curriculum co-ordinators are increasingly effective and have been instrumental in developing their subject responsibilities. Whilst other key issues, such as the school’s assessment procedures and the early years curriculum, have and continue to be addressed, these still need developing. The SDP itemises aspects for school improvement but lacks a long-term perspective. Overall this represents satisfactory progress since the last inspection.

12. The school's self-evaluation report is based on the seven key questions identified by Estyn (see below for details). The school judged its work to be good with outstanding features (grade 1) in five of these areas and good with no important shortcomings (grade 2) in the other two areas of its work. The inspection team recognised good features in all the seven aspects of the school’s work. However, there are shortcomings in all the aspects. In five of them the good features outweigh shortcomings (grade 3), but in the other two there were shortcomings in important areas (grade 4).

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

13. In all, nineteen lessons were observed. Standards of achievement in the subjects identified for inspection are as follows:

<table>
<thead>
<tr>
<th>Pupils’ standards of achievement</th>
<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></td>
<td>12%</td>
<td>58%</td>
<td>18%</td>
<td>12%</td>
<td>0%</td>
</tr>
</tbody>
</table>

14. Standards in just over two-thirds of lessons are good with no important shortcomings and occasionally outstanding. In nearly a third of lessons there are some shortcomings in standards and in a significant minority of lessons (12 per cent) these are in important areas. This is below the Welsh Assembly Government expectations. However, the good and the very good teaching evident in years 2 and 6 ensures that pupils achieve their potential by the end of the key stages.

Subjects and Areas of Learning Early Years

15. Children’s attainment on entry is about average and the early years children represent the full range of ability. The educational provision for the under-fives has many weaknesses and the children are making insufficient progress towards the Desirable Outcomes for Children’s Learning.

16. The standards of achievement of children under five are as follows.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language, literacy and communication</td>
<td>4</td>
</tr>
<tr>
<td>Personal and social development</td>
<td>4</td>
</tr>
<tr>
<td>Mathematical development</td>
<td>3</td>
</tr>
<tr>
<td>Knowledge and understanding of the world</td>
<td>4</td>
</tr>
<tr>
<td>Creative development</td>
<td>3</td>
</tr>
<tr>
<td>Physical development</td>
<td>4</td>
</tr>
</tbody>
</table>

17. The progress these children make is variable. Their speaking and listening skills are underdeveloped. Both nursery and reception children are easily distracted and often interrupt their teacher. These children have a good vocabulary but in group situations do not have the necessary self-discipline to listen to each other and to take turns to speak. Children handle books carefully, but older and more able children are not sufficiently challenged in their reading. Most reception children have good basic writing skills.

18. Children settle quickly in school and develop good relationships, but many have poorly developed interpersonal skills that adversely affect their ability to work independently and in small groups. They are not well prepared for the next stage of learning. Children’s mathematical skills are generally good; pupils count accurately and sort objects according to shape. These children have good creative skills displaying good flair and talent when drawing, modelling and painting. However, their physical and creative development is inhibited by the uninspiring outdoor play area available to them.
19. Pupils' standards of achievement in key stage 1 and key stage 2 in the subjects inspected are as follows:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Key Stage 1</th>
<th>Key Stage 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welsh (second language)</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Mathematics</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Science</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Information technology</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Art</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

20. This represents a situation where, by the end of key stage 1 and particularly by the end of key stage 2, standards achieved by all pupils, including those with SEN, in the five subjects inspected are at least good with no important shortcomings. In Welsh (second language), science and art, there are some outstanding features. All pupils, including those with SEN, succeed whatever their background and achieve the agreed learning goals.

21. In both key stages, pupils' standards and progress in the key skills are generally good with no important shortcomings. Pupils listen attentively in lessons and respond positively to their teachers. A notable and very good feature is the standard of listening and speaking displayed by pupils in years 5 and 6. These pupils listen attentively to each other and in discussion, and their responses are well considered and thoughtful. Virtually all pupils read well and pupils' writing and presentation skills are well used across the curriculum.

22. Pupils in both key stages have a good command of the Welsh language. Those in year 6 are very competent, as was evident in the Welsh language lessons observed. These pupils are eager to participate in lessons; they listen attentively and respond positively to their teacher. Virtually all pupils in both key stages have a good vocabulary and read accurately what they have written. Pupils in year 6 give due emphasis in their reading to express meaning. Most pupils in year 6 speak fluently and adapt their language to their needs, such as using the past tense. However, some pupils lack confidence to use the language incidentally during the day.

23. Pupils' numeracy skills are generally good and well used as, for instance, in science investigations to measure and to record their results. However, pupils' numeracy skills are not used consistently across the curriculum. Pupils' information and communication skills are developing very well and in years 5 and 6 they are used very well to support learning.

24. Pupils have very good creative skills, as is shown in their poetry in both English and Welsh which illustrates their rich vocabulary and imagination. Pupils' work in art also illustrates their very good creative skills. Pupils' investigative and problem solving skills are well developed in both key stages. Pupils in year 6 have a very good understanding of the concept of fair testing and this is reflected in their very good attainment in science.
25. Pupils’ attainment in the National Curriculum (2004) core subjects of English, mathematics and science, as assessed by teachers at the end of key stage 1, were above local and national results but below average in comparison with similar schools in Wales (based on the number of pupils identified as being entitled to receive free school meals).

26. Pupils’ attainment at the end of key stage 2 in the National (2004) tests were also above local and national averages in the three core subjects but below average in comparison with similar schools in Wales. A notable feature of the results is the number of pupils achieving level 4 and above in science, with nearly half the pupils (43 per cent) achieving level 5. There is no significant difference in the attainment of boys and girls. These good standards have been maintained over recent years and the results show an improvement since the last inspection, particularly at key stage 2.

27. All pupils, including those with SEN, make good progress in learning. Pupils’ personal, social and learning skills are well developed. Pupils are well motivated and use their time well. Pupils have a good understanding of what they had learnt and how well they are doing. They are less sure of what they need to do to improve and pupils in key stage 1 and 2 are generally well prepared for the next stage of learning.

28. Pupils in both key stages have good attitudes to learning. Pupils behave responsibly and older pupils take and seek responsibility. Pupils in years 5 and 6 show high levels of self-discipline.

29. Pupils make good progress in their personal, social and moral development. Behaviour is generally good; pupils are polite and well mannered. Pupils appreciate diversity within society and show respect for different beliefs, attitudes and cultural traditions. The school provides pupils with equality of opportunity, and visits and other school activities broaden pupils’ understanding of the culture and heritage of Wales. Pupils are well prepared for participation in the community.

30. Attendance rates are consistently good. Pupils are punctual and lessons start on time.

The quality of education and training

31. The quality of teaching observed in the areas of learning and subjects inspected was as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 1</td>
<td>16%</td>
</tr>
<tr>
<td>Grade 2</td>
<td>52%</td>
</tr>
<tr>
<td>Grade 3</td>
<td>11%</td>
</tr>
<tr>
<td>Grade 4</td>
<td>16%</td>
</tr>
<tr>
<td>Grade 5</td>
<td>5%</td>
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</tbody>
</table>

32. At its best, the teaching is good with outstanding features and in over two-thirds of lessons (68 per cent) there were no important shortcomings in the teaching. This contributes substantially to the good and very good standards of attainment at the end of the key stages, particularly at the end of key
stage 2. However, a proportion of the teaching (21 per cent) has shortcomings in important areas and occasionally many important shortcomings.

33. Where the quality of teaching is good with no important shortcomings and where there are outstanding features, lessons were characterised by:
   • good and very good working relationships that foster learning;
   • work that is well matched to pupils’ ability and provides challenge;
   • teachers’ good subject knowledge and the good use of questioning to stimulate pupils and ensure their active engagement of all pupils, including those with SEN;
   • clear learning objectives that focuses pupils’ attention;
   • good use of resources, so that all pupils are actively involved and provide equality of opportunity;
   • teachers’ ability to monitor and review pupils’ progress in lessons, and to react to their individual needs;
   • well planned opportunities for all pupils to develop and use their basic and key skills, including their bilingual skills.

34. Practically all lessons observed had some good features but about a fifth had shortcomings in important areas that detracted from pupils’ learning. In these instances, learning objectives were not made explicit and the work was not well matched to pupils' abilities and prior knowledge. Another shortcoming evident in these lessons was the inadequate planning to develop key and basic skills, particularly to develop pupils’ bilingual skills and their confidence to use the Welsh language.

35. The school has improved its assessment procedures since the last inspection. Current practice has a number of good features but need further refinement to overcome some shortcomings. Teachers keep records of pupils’ progress and assess their attainment termly. Overall, however, assessment procedures lack rigour and consistency. They are not sufficiently detailed to enable pupils’ progress to be systematically tracked to highlight any lack of progress in specific areas. Teachers do not consistently use assessment results to underpin lesson planning, so as to ensure that pupils’ work is well matched to their ability. Pupils are not sufficiently aware of the purpose of assessment and what they need to do to improve.

36. The curriculum, overall, is broad and balanced and meets the learning needs of the pupils. It is suitably enhanced by a good range of extra-curricular activities, including residential experiences for older pupils. A shortcoming in the school’s curriculum, however, is the curriculum for the under-fives, in that it is not well focused on developing the Desirable Outcomes for Children’s Learning. There is no whole school scheme of work for the development of key skills.

37. Provision for pupils’ spiritual, moral, social and cultural development is good. Acts of collective worship are central to developing pupils’ spiritual awareness and incorporate opportunities for reflection and contemplation. A strong sense of moral values pervades the school and pupils distinguish clearly
between right and wrong. Pupils in key stage 1 and key stage 2 relate well to each other and work co-operatively in pairs and small groups. Good provision exists for pupils to develop their knowledge and understanding of the culture and heritage of Wales. Pupils' knowledge and understanding of other cultures is developing well. Overall, pupils recognise and respect diversity in society.

38. There are good links with parents, the community, local schools and colleges. In the pre-inspection meeting, several parents commented on the warmth of the welcome they receive when they visit the school. However, a significant number of parents expressed dissatisfaction about the limited amount of information provided by the school about their child's achievement and about what is taught at the school.

39. Procedures for child protection and care arrangements for supporting pupils are good. A member of staff has been designated with overall responsibility and a member of the governing body oversees child protection issues. Staff are well aware of the proper procedures to be followed in the event of a child needing care. Overall, parents are very satisfied with the school's provision for care, guidance and support for their children.

40. Provision for pupils with SEN is good and meets the requirements of the Code of Practice. There is an effective programme in place to identify pupils requiring support and parents report that they are kept well informed about arrangements. Pupils with SEN receive good additional support from Learning Support Assistants and statemented pupils receive very good support from outside agencies.

41. The school reports that incidents of bullying and misbehaviour are rare, and are dealt with promptly. The school has an effective personal and social education programme in place and this enables issues that are important to pupils to be discussed within the curriculum.

Leadership and management

42. The school’s leadership and strategic management have some good features but shortcomings in important areas.

43. The head teacher's professional leadership and management have ensured that pupils attain high standards of achievement by the end of both key stages. This has been realised through the deployment of good teachers in year 2 and year 6, enabling pupils to attain their full potential. Standards of attainment have improved since the last inspection particularly at key stage 2.

44. The quality of the educational provision across the school is variable and whilst there are good features evident in the school, there are shortcomings. Pupils in key stage 1 and 2 benefit from a broad and balanced curriculum enhanced through a good range of extra-curricular experiences. Shortcomings in the early years provisions are recognised by the school and,
whilst attempts have been made to improve the provision, much remains to be done.

45. The role of the deputy head, as set out in his job description, is underdeveloped. Assessment procedures, whilst having been improved since the last inspection, still lack rigour and need further refinement to be fully effective. Curriculum planning lacks consistency and there is no programme for the development of key skills across the curriculum.

46. The quality of teaching is being monitored and has been effective in raising the proportion of good and very good teaching since the last inspection. However, there remains a significant proportion of teaching with shortcomings and this impacts adversely on standards of achievement. Whilst these shortcomings have been recognised, they still remain to be resolved.

47. The aims of the school to provide equality for all, is reflected in the work of the school. The school successfully instils moral values and an awareness of the needs of others. Pupils’ behaviour is good and pupils establish good relationships with each other and adults in the school.

48. The governing body is supportive of the school and individual governors understand their roles. Overall, the governing body fulfils its legal requirements. The governing body has a regular input into the SDP and is kept informed about issues that affect the performance of the school by the head teacher.

49. The governing body is increasingly involved in monitoring the quality of provision provided for the pupils and is aware of some of the shortcomings identified by inspectors. Governors have been actively involved in developing the self-evaluation documents and this analysis, together with the recommendations of the inspection, provides them with the opportunity to be more actively involved in establishing the school’s strategic direction, setting priorities and monitoring school improvement.

50. The school’s self-evaluation process, resulting in the self-evaluation report, has identified many of the school’s strengths and some of the weaknesses. Whilst issues for improvement have been identified, little progress has been made, as yet, in tackling these issues. The inspection team agreed, in the main, with the issues highlighted and judgements made, but judged there to be other weaknesses in the school’s provision and to this extent the self-evaluation report is incomplete.

51. Short-term priorities for school improvement are identified in the SDP and are supported through adequate allocation of resources. However, the SDP is limited to the current year and does not indicate a longer term overall perspective. It is not sufficiently detailed to act as an effective working document. Individual responsibilities are not clearly specified so enabling responsible individuals to be held accountable. Success criteria are not identified and there is no time scale so as to enable the governing body to fully
fulfil its role in holding the school accountable for improvements. The school’s quality assurance procedures are insufficiently linked to standards.

52. The school has sufficient and suitably qualified, experienced teachers and good quality support staff. The school is adequately resourced to meet pupils’ needs other than for the early years. The acquisition of a computer suite has made a significant improvement to pupils’ learning resources. Curriculum coordinators are increasingly involved in reviewing the resources available and resources are carefully evaluated.

53. The school occupies a pleasant spacious location. There is an extensive grassed area that is being developed as an environmental resource. Overall, the accommodation has some shortcomings. The play area for children under five is inadequate and uninspiring. Internally, the designated area for the early years is inefficiently used. Areas of the school are in need of redecoration. Overall, the school provides satisfactory value for money.
Recommendations

54. In order to improve the school needs to:

R1 develop a detailed and comprehensive School Development Plan (SDP) that clearly identifies priorities for school improvement for the short and medium term to specify:
   (i) personnel and responsibilities;
   (ii) success criteria;
   (iii) a realistic time scale; and
   (iv) monitoring procedures.

R2 develop the role and responsibilities of the deputy head teacher, so as to assume greater responsibility for the quality of the educational provision.

R3* improve the educational provision for the early years children.

R4 improve the quality of teaching.

R5 improve the quality of assessment so that pupils’ progress is rigorously tracked and the results used to underpin teachers’ planning.

R6 involve pupils to a greater extent in their own learning.

R7 develop a comprehensive programme for the inclusion of key and basic skills across the curriculum.

R8* continue to develop the school and its environment so as to improve the quality of the learning environment.

R9 improve the information provided for parents.

R10 address the other shortcomings identified in the report.

* This is recognised by the school as an area for development.

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 3: Good features outweigh shortcomings

55. The school, in its self-evaluation, judged this key question as a grade 2. However, the findings of the inspection team differ from the school’s self-evaluation. There are good features in pupils’ learning in key stage 1 and key stage 2 and these outweigh the shortcomings in the early years.

56. In all, nineteen lessons or sessions were observed. Pupils’ standards of achievement in these lessons in the subjects and areas of learning inspected are as follows:

<table>
<thead>
<tr>
<th>Pupils’ standards of achievement</th>
<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></td>
<td>12%</td>
<td>58%</td>
<td>18%</td>
<td>12%</td>
<td>0%</td>
</tr>
</tbody>
</table>

57. Standards in just over two-thirds of lessons (70 per cent) are good with no important shortcomings and occasionally outstanding. In nearly a third of lessons (30 per cent) there are shortcomings in standards and in a significant minority of lessons (12 per cent) there are shortcomings in important areas. This is below the Welsh Assembly Government expectations. However, the good and the very good teaching evident in years 2 and 6 ensures that pupils achieve their potential by the end of the key stages.

58. Children’s attainment on entry is about average and the early years children represent the full range of ability. The educational provision for the under-fives has many weaknesses and the children are making insufficient progress towards the Desirable Outcomes for Children’s Learning.

59. The standards of achievement of children under-five are as follows:

<table>
<thead>
<tr>
<th>Areas of Learning</th>
<th>Standards of Achievement (both Nursery and Reception)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language, literacy and communication</td>
<td>4</td>
</tr>
<tr>
<td>Personal and social development</td>
<td>4</td>
</tr>
<tr>
<td>Mathematical development</td>
<td>3</td>
</tr>
<tr>
<td>Knowledge and understanding of the world</td>
<td>4</td>
</tr>
<tr>
<td>Creative development</td>
<td>3</td>
</tr>
<tr>
<td>Physical development</td>
<td>4</td>
</tr>
</tbody>
</table>

60. The progress these children make is variable. Their speaking and listening skills are underdeveloped. Both nursery and reception children are easily distracted and often interrupt their teacher. These children have a good vocabulary but in group situations do not have the necessary self-discipline to listen to each other and to take turns to speak. Children handle books
carefully, but older and more able children are not sufficiently challenged in their reading. Most reception children have good basic writing skills.

61. Children settle quickly in school and develop good relationships, but many have poorly developed interpersonal skills that adversely affect their ability to work independently and in small groups. They are not well prepared for the next stage of learning. Children’s mathematical skills are generally good; pupils count accurately and sort objects according to shape. These children display good flair and talent when drawing, modelling and painting. However, their physical and creative development are inhibited by the uninspiring outdoor play area available to them.

62. Pupils’ standards of achievement in key stage 1 and key stage 2 in the subjects inspected, are as follows:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Key Stage 1</th>
<th>Key Stage 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welsh (second language)</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Mathematics</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Science</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Information technology</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Art</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

63. This represents a situation where, by the end of key stage 1 and particularly by the end of key stage 2, standards achieved by all pupils, including those with SEN, in the five subjects inspected, are at least good with no important shortcomings. In Welsh (second language), science and art, there are some outstanding features. All pupils, including those with SEN, succeed whatever their background and achieve the agreed learning goals.

64. In both key stages, pupils’ standards and progress in the key skills are generally good with no important shortcomings. Pupils listen attentively in lessons and respond positively to their teachers. A notable and very good feature is the standard of listening and speaking displayed by pupils in years 5 and 6. These pupils listen attentively to each other in discussion, and their responses are well considered and thoughtful. Virtually all pupils have good reading skills and read for pleasure as well as to find information. Pupils’ writing and presentation skills are very well developed and well used across the curriculum. This is particularly evident in the work of the older pupils in key stage 2, who take a great deal of pride in their work.

65. Pupils in both key stages have a good command of the Welsh language. Those in year 6 are very competent, as was evident in the Welsh language lessons observed. These pupils are eager to participate in lessons; they listen attentively and respond positively to their teacher. Virtually all pupils in both key stages have a good vocabulary and read accurately what they have written. Pupils in year 6 give due emphasis in their reading to express meaning. Most pupils in year 6 speak fluently and adapt their language to their needs, such as using the past tense. However, some pupils lack confidence to use the language incidentally during the day.
66. Pupils’ numeracy skills are generally good and well used, as for instance in science investigations, to measure and record their results. However, pupils do not consistently use their numeracy skills across the curriculum and this represent wasted opportunities to reinforce such skills. Pupils’ ICT skills are developing very well and in years 5 and 6, they use these skills very well to support their learning. In discussion and practice, pupils in year 6 displayed very good skills and a very good understanding of the use made of computers in the world of work.

67. Pupils have good creative skills and these are well illustrated in their poetry in both English and Welsh. Their rich vocabulary, their imagination and knowledge of structure is well illustrated by the Haiku poems written by year 6 on the “Turtles”:

   “Flowing through colour
     Swiftly turning through the sea
     Dancing in the moonlight”.

68. This is not limited to year 6 pupils, as the following poem written by a year 2 pupil illustrates pupils’ imaginative thinking and good command of the Welsh language:

   “Mae’r coed wedi deffro
     Mae’r dail ar y pren
     Mae’r adar yn canu
     Yn hapus uwch ben”.

69. Pupils’ work in art also illustrates their very good creative skills.

70. Pupils’ investigative and problem solving skills are well developed across both key stages, and are reflected in their very good attainment in science at the end of year 6. The more able pupils in key stage 1 have good observational skills and are beginning to undertake practical investigations. Most pupils in year 6 have a very good understanding of the concept of fair testing and carry out their investigations logically.

71. Pupils’ attainment in the National Curriculum (2004) core subjects of English, mathematics and science, as assessed by teachers at the end of key stage 1, were above local and national results but below average in comparison with similar schools in Wales (based on the number of pupils identified as being entitled to receive free school meals).

72. Pupils’ attainment at the end of key stage 2 in the National (2004) tests were also above local and national averages in the three core subjects but below average in comparison with similar schools in Wales. A notable feature of the results is the number of pupils achieving level 4 and above in science, with nearly half the pupils (43 per cent) achieving level 5. There is no significant difference in the attainment of boys and girls. These good standards have been maintained over recent years and the results show an improvement since the last inspection particularly at key stage 2.
73. The key stage 1 and key stage 2 core subject indicators\(^1\) for 2004 were above local and national averages, but below those for similar schools in Wales.

74. By the end of both key stages all pupils, including those with SEN, show good progress in learning. Year 6 pupils, in discussion, showed a good understanding of what they had learnt and are able to apply their knowledge and understanding in new and less familiar situations. These pupils have a good understanding of how well they are doing but are less sure of what they need to do to improve. Teachers do not set their pupils individual targets for improvement and pupils are not sufficiently involved in evaluating their own work and planning their own learning. However, pupils in key stage 1 and 2 are generally well prepared for the next stage of learning.

75. Pupils in key stage 1 and 2 have good attitudes to learning. They are well motivated and the older pupils in key stage 2 in particular make very good use of their time. All pupils in key stage 1 and 2 behave well and older pupils seek and take responsibility. Pupils in years 5 and 6 show high levels of self-discipline. Pupils are courteous to each other and to adults and visitors in the school. The school functions well as a community and is free of tension, and no instances of bullying were observed during the inspection. Overall, pupils progress well in their personal, social and moral development.

76. Behaviour is good and pupils are polite and well mannered. Where teaching is good, pupils remain interested, on task and want to do their very best. In lessons which are not so well managed and where pupils are unsure of what is expected of them, such as in the early years, standards of behaviour deteriorate. Pupils are respectful generally and behave well in the dinner hall and play very well together in the playground. There was one temporary exclusion last year. Correct procedures were followed and the school worked effectively with parents for the benefit of the pupil.

77. Rates of attendance are consistently good. Pupils are keen to attend school, are rarely late and lessons start punctually. Many attend the breakfast club and arrive early. Procedures for recording attendance have been improved since the last inspection and fulfil National Assembly for Wales (Welsh Assembly Government) recommendations.

78. As pupils mature they show an increasing capacity to work independently and collaboratively, as the occasions and tasks demand. In small group work, older pupils in particular help each other and take into account each other’s views and suggestions before deciding on their course of action. They have well developed decision-making skills. These older pupils have very good organisational skills and their well-developed ICT skills enable them to find information quickly. Overall, pupils are successfully developing life long learning skills.

\(^1\) The core subject indicator at the end of key stage 1 is the percentage of pupils attaining at least level 2 in each of English, mathematics and science in combination, as determined by the teacher assessments. The core subject indicator at the end of key stage 2 is the percentage of pupils attaining at least level 4 in each of English, mathematics and science in combination, as determined by the tests and teacher assessments.
79. In discussion, pupils appreciate the diversity within society and show respect for different beliefs, attitudes and cultural traditions. All pupils have a good understanding of equality of opportunity issues and this is reflected in the full part pupils play in the life of the school. Visits to the locality and further afield, and other school activities, such as the St. David’s Day concerts and participation in Urdd activities, broaden pupils’ understanding of their own community and the culture and heritage of Wales. They have good opportunities to participate in community affairs.
The quality of education and training

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

**Grade 3: Good features outweigh shortcomings**

80. The school, in its self-evaluation report, judged this key question as grade 2. However, the findings of the inspection team differ from the school’s self-evaluation. There are good, and sometimes outstanding, features in much of the teaching but there are also shortcomings in important areas in some lessons.

81. In all, nineteen lessons or sessions were observed. The quality of teaching observed in the areas of learning and subjects inspected was 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>16%</td>
<td>52%</td>
<td>11%</td>
<td>16%</td>
<td>5%</td>
</tr>
</tbody>
</table>

82. At best, the teaching is good with outstanding features (16 per cent), whilst the majority of the teaching is good with no important shortcomings (52 per cent). A significant proportion of the teaching, however, has shortcomings in important areas (16 per cent) and occasionally many important shortcomings (five per cent). Overall, the quality of teaching is below the Welsh Assembly Government expectations.

83. The good and very good standards of attainment achieved by pupils at the end of key stage 1 and in particular at the end of key stage 2, are very largely due to the good and very good teaching in these classes.

84. In over two-thirds (68 per cent) of the lessons seen, the quality of teaching was good with no important shortcomings and occasionally outstanding. These lessons were characterised by:

(i) good and very good working relationships that foster learning;
(ii) work that is well matched to pupils’ ability and provides challenge;
(iii) teachers’ good subject knowledge and the good use of questioning to stimulate pupils and ensure their active engagement;
(iv) clear learning objectives that focuses pupils’ attention;
(v) good use of resources, so that all pupils are actively involved and provide equality of opportunity;
(vi) teachers’ ability to monitor and review pupils’ progress in lessons and to react to their individual needs;
(vii) well planned opportunities for pupils to develop and use their basic and key skills.

85. In one lesson observed, these characteristics were very well integrated, resulting in an outstanding session. Pupils were using Modroc to make masks and teachers’ very good planning enabled all pupils, including those with SEN, to fully develop their creative skills. Pupils collaborated very well, moulding
Modroc onto each other’s upper faces. It was action packed, totally absorbing with some hilarious moments. Pupils worked creatively in an atmosphere of supported freedom well after the end of the lesson. The results showed pupils’ outstanding skills and fully developed their creative potential.

86. Practically all lessons observed had some good features, but about a fifth of them (21 per cent) had shortcomings in important areas that detracted from pupils’ learning. In one instance, there were many important shortcomings in the lesson. In lessons that had shortcomings, learning objectives were not made explicit and the work was not well matched to pupils’ abilities and prior knowledge. Another shortcoming evident in these lessons was the inadequate planning to develop key and basic skills, particularly to meet pupils’ language needs and to enhance their bilingual skills. This represented missed opportunities to use pupils’ good knowledge of the language and to develop their confidence to use the Welsh language.

87. The school has improved its assessment procedures since the last inspection and now meet statutory requirements. Teachers know their pupils well and assess their attainment and progress termly. Individual records of pupils’ work are routinely collected in pupils’ individual files that accompany them throughout the school. Class teachers also keep records of pupils’ achievement but these lack consistency across the school. Overall, however, assessment procedures lack rigour. They are insufficiently detailed to enable pupils’ progress to be accurately tracked and any falling off of standards to be identified at an early stage. Teachers do not use assessment results consistently to underpin their planning, so ensuring that class work is well matched to pupils’ ability and individual needs. Pupils are not sufficiently aware of the purpose of assessment and the results of assessment are not sufficiently used in target setting so as to enable pupils to be more aware of what they need to do to improve.

88. Reports to parents comply with the statutory recommendations. At best, they provide detailed information about progress pupils are making in National Curriculum subjects and religious education. These good reports inform parents what their children needs to do to improve. However, reports lack consistency and do not always indicate how improvements can be made.

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

Grade 3: Good features outweigh shortcomings

89. The school in its self-evaluation report judged this key question as grade 1. However, the findings of the inspection team differ from the school’s self-evaluation. There are good features in the school’s overall educational provision that outweigh the shortcomings in the curriculum for the under-fives.

90. The educational provision for the under-fives has many weaknesses and the children are making insufficient progress towards the Desirable Outcomes for
Children’s Learning. The curriculum for these children is poorly structured and lacks purposeful activities. The children are not sufficiently and actively involved in the work. They are not given enough opportunities to make choices and to take responsibility. Tasks do not take account of children’s differing needs, abilities and rate of development.

91. The curriculum for pupils in key stage 1 and 2 meets statutory requirements and the quality and range of learning experiences available to these pupils is good with no important shortcomings. The curriculum meets the needs of pupils, is broad and balanced and is equally accessible to all, including those pupils identified by the school has having SEN.

92. Pupils’ basic and key skills are developing adequately throughout both key stages. There is some inconsistency in planning for the coherent and progressive development of key and basic skills, including developing pupils’ bilingual skills.

93. Pupils benefit from a good range of extra-curricular activities. There are before school, lunchtime and after school activities available to all pupils in both key stages. These include band, choir, bat and ball skills, ECO-club and art groups as well as a range of sports including tennis in summer, football and swimming. There are visits to places of interest and older pupils enjoy annual residential visits. Pupils’ interest in music and art is particularly well supported by school and peripatetic staff. These activities enhance the curriculum considerably.

94. Provision for pupils’ spiritual, moral, social and cultural development is good. A strong sense of belonging is evident in the school and older pupils, in discussion, spoke of their feeling of being well cared for. School acts of collective worship are central to the school’s provision for developing pupils’ spiritual awareness. A sense of awe and wonder was apparent in the acts of collective worship and brief periods for reflection and contemplation were incorporated in these activities.

95. A strong sense of moral values pervades the school and pupils distinguish between right and wrong and act accordingly. Pupils relate well to each other and the school provides good opportunities for pupils in both key stages to work together in pairs and in small groups. Visits and visitors to the school enhance pupils’ knowledge of their own community and of the locality. Good provision exists for pupils to develop their knowledge and understanding of the culture and heritage of Wales. Pupils’ knowledge and understanding of cultures other than their own is developing well.

96. Since the last inspection, the school reports that it has worked hard and has been effective in establishing improved links with parents, however, more remains to be done. Several parents commented on the warmth of the welcome they receive when they visit the school. However, the pre-inspection meeting with parents, responses to the parents’ questionnaire, letters to inspectors and, in discussion with individual parents, a substantial number of
parents were critical of the information the school provided for them, notably about their child’s achievement and about what is taught at the school.

97. There are good links with local schools, colleges and the playgroup. The school has well established partnerships with local teacher training institutions and colleges, and students complete work experience placements on a regular basis.

98. The provision for developing pupils’ bilingual skills is inconsistent. All teachers, to different degrees, use Welsh in the classroom to gather information and to give basic instructions. At best, as in year 6, this is extended to the use of Welsh for a range of classroom activities. In other classes, opportunities are lost to make use of pupils’ good knowledge and understanding of the Welsh language and to develop their confidence to use the language. The provision for developing the Cwricwlwm Cymreig is good and well established. Good opportunities exist in the curriculum for developing pupils’ knowledge and understanding of Wales, its geography, history and its people. Activities, such as the St. David’s Day concerts and participation in Urdd activities, including music and recitation, further develop pupils’ understanding.

99. In all its activities, including the extra-curricular activities, the school successfully ensures good equality of opportunity and the school reports that in this locality social or economic disadvantage is rare. The school works hard and is successful in avoiding all forms of stereotyping.

100. Pupils have a good understanding of recycling and the concept of sustainable development. Visits to a local waste disposal tip highlights the problems posed by the disposal of large amounts of waste and the environmental consequences. All classes recycle materials such as paper, as a matter of routine and pupils learn about “Fair Trade” when they make posters. Discussion in geography and science as well as topics chosen for assemblies promote a good and widening understanding of global issues especially among the oldest pupils. The school’s “Eco Club” further develops pupils’ understanding of global citizenship.

101. The school has identified the further development of links with local businesses as an area to improve so that there are more opportunities given to pupils for their entrepreneurial skills to be developed. However, the community is well used and pupils join in many activities and events within it that is giving them a good sense of identity. This successfully widens pupils’ understanding of local business and industry, such as tourism and farming.

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

| Grade 3: Good features outweigh shortcomings |

102. The school in its self-evaluation report judged this key question as grade 1. However, the findings of the inspection team differ from the school’s self-
evaluation. There are good features in the way the school cares, guides and supports pupils and these outweigh the shortcomings in the school’s monitoring of pupils’ progress.

103. Learners are well cared for, guided and supported and the school provides a happy, caring and secure environment for pupils to learn. In the main, pupils are well supported in class, particularly where the teaching is good, such as at the end of both key stages. Discussion with pupils indicated their satisfaction with the support they receive from their teachers and other adults in the school.

104. Classroom learning assistants are well deployed to meet the specific needs of pupils, particularly those with SEN. A positive aspect of the care provided by the school is the medical provision made for some pupils requiring medication during the day. This was very much appreciated by the parents concerned, as was made explicit during the parents pre-inspection meeting. Overall, parents are very satisfied with the school’s provision for care, guidance and support for their children.

105. Generally effective use is made of outside agencies to support pupils with specific concerns including learning difficulties. Good links with speech therapists and with behaviour support services are established and representatives from these agencies work with several pupils every week. Well-established links with the school nurse support the work of the school when for example it delivers a suitable sex education programme. The head teacher oversees arrangements well.

106. Induction arrangements are generally good and meet the needs of pupils. Families have opportunities to visit the school along with their children prior to their starting school. Older pupils who recently moved to the school told inspectors that they quickly made friends and adjusted happily to life in their new school.

107. A personal and social education programme (PSE) is in place which takes account of the recommendations of the Qualifications Curriculum and Assessment Authority for Wales (ACCAC) and provides pupils with a good range of appropriate learning opportunities, including sex and drug education. However, staff have not received any in-service training (INSET) in the delivery of the PSE programme of work. The school is working towards “Healthy School” status. This includes mini projects to promote good health and sensible attitudes to keeping safe and healthy. However, as yet, this has not had a significant impact in the school.

108. The head teacher has put in place detailed systems to monitor punctuality and attendance and overall this is having a positive impact. Individual teachers promote positive behaviour and attitudes very well in classes where relationships are very good and pupils feel secure. Systems to assess and monitor pupil’s academic performance have been developed since the last inspection but are insufficiently rigorous.
109. Procedures for the protection of children and care arrangements for supporting pupils are generally good. The school has appropriate policies and procedures in place to deal with child protection issues and first aid. There is a trained, designated member of staff, responsible for overseeing the school’s child protection arrangements. Staff in the school are well aware of the proper procedures to be followed if they suspect that a pupil may need care or protection. However, not all staff have received recent training. A member of the governing body oversees child protection in the school.

110. Most staff have worked in the school for many years and know families and pupils well and class teachers are sensitive to pupils’ needs and progress. In discussion, pupils indicated that they can approach their teachers at any time and invariably have a sympathetic hearing. Many parents are appreciative of the support the school provides for their children especially in the good provision for SEN. The school has been very careful in meeting the needs of a pupil with severe allergies.

111. Provision for pupils with SEN is good and fully meets the requirements of the Code of Practice. A significant number of pupils, above the national average, have been identified as requiring additional support. There are three statemented pupils who have statutory provision from the Local Education Authority (LEA). There is an effective screening programme to identify pupils requiring support and parents report that they are well informed about arrangements.

112. Pupils with SEN receive good levels of additional support from Learning Support Assistants. Three statemented pupils are also receiving very good enhanced support from outside agencies, including support for the hearing impaired. This expertise is complemented by good support from teachers and other staff in school. Individual targets from pupils’ statements are incorporated into good quality Individual Educational Plans (IEPs). They are regularly evaluated and parents are kept informed of their children’s progress through regular meetings but, as yet, are not actively involved in setting targets for improvement.

113. The school has good procedures for dealing with pupils whose behaviour impedes their progress or the progress of others. Pupils who have been identified as having behavioural problems receive good additional tuition from a well-qualified and experienced support teacher. This successfully improves pupils’ self-confidence and is having a noticeable effect on improving pupils’ behaviour. The school takes appropriate action where necessary to support pupils with SEN but the overall monitoring of pupils’ performance, including their academic progress and setting targets is underdeveloped.

114. An appropriate school policy for equal opportunities is in place and has been reviewed by Governors. Gender equality is evident throughout the school. Overall, the school promotes equality of opportunity well and successfully tackles any stereotyping to the extent that all pupils take part in virtually all activities in this small school.
115. Good race relations are promoted through for example in circle time discussions, assemblies and through the curriculum, such as religious education. The head teacher has recorded no incidents of racial harassment. The school has effective procedures to eliminate all forms of harassment or oppressive behaviour. In discussion, pupils stressed the camaraderie evident in the school.

116. Teachers deal with any incident of bullying promptly; parents are right to think their children are in a school where incidents of bullying and misbehaviour are rare. Pupils are rewarded for their achievements, which can include being especially thoughtful towards each other. Disabled learners are very well supported, although the school is not well suited for those with physical disabilities due to the number of steps in the corridor. Over time, the school is planning to meet new requirements for accessibility. Governors are aware of their responsibilities in this area.

117. The school has good procedures in place that effectively promote diversity and emphasises the contributions of all to current society. Pupils' knowledge and understanding of the diversity within society are well developed through the curriculum and through visits, for example to the synagogue in Swansea where they learn to appreciate other aspects of multicultural British societies. Other faiths and religions are learnt about in religious education and pupils are open minded and appreciative of cultural differences in society.
Leadership and management

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

Grade 4: Some good features, but shortcomings in important areas

118. The school in its self-evaluation report judged this key question as grade 1. However, the findings of the inspection team differ from the school’s self-evaluation. There are good features in the school’s leadership and strategic management that have successfully maintained pupils’ good standards of achievement, but there are shortcomings in important areas notably the management of the early years provision and the role of the deputy head.

119. The head teacher’s professional leadership and management have ensured that pupils attain high standards of achievement by the end of both key stages. This has been realised through the deployment of good teachers in year 2 and year 6, enabling pupils to attain their full potential. Standards of attainment have improved since the last inspection particularly at key stage 2. Shortcomings in the early years are recognised by the school and whilst attempts have been made to improve the provision, much remains to be done.

120. The role of the deputy head, as set out in his job description, is underdeveloped. Assessment procedures, whilst having been improved since the last inspection, still lack rigour and need further refinement to be fully effective. Curriculum planning lacks consistency and there is no programme for the development of key skills across the curriculum.

121. The quality of teaching is also variable and in some instances is not sufficiently focused on pupils’ needs, and whilst the teaching is regularly monitored, the quality of teaching in some classes observed during the inspection, has shortcomings in important areas. Whilst shortcomings in the quality of teaching has been recognised, important shortcomings still remain to be resolved, particularly in the teaching of the under-fives.

122. The aims of the school to provide equality for all, is reflected in the work of the school. The school successfully instils moral values and an awareness of the needs of others. Pupils’ behaviour is good and pupils establish good relationships with each other and adults in the school.

123. Overall, the school takes good account of national priorities and its Quality Mark Status has recently been renewed. The school is currently engaged in the Healthy School initiative and this features prominently in the SDP for 2004/2005. However, to date, it has only had a minimal impact on the school and remains underdeveloped. This was confirmed in discussion with older pupils.

124. At a local level, the school has established good partnerships with the feeder secondary schools and works effectively with the local family of schools. The
school has benefited substantially from an award by a national organisation enabling it to purchase ICT equipment.

125. The school sets challenging but realistic targets for pupils’ standards of achievement and these have been achieved over recent years. The school however does not set individual targets for pupils and this adversely affects their ability to be fully involved in planning for improvement.

126. The training needs of the teaching staff are regularly reviewed and supported. Recent training to improve teachers’ competence and confidence in ICT has been particularly effective and is reflected in pupils’ improved skills, knowledge and understanding of the technology. In lessons the use of interactive whiteboards has also improved the quality of teaching. Classroom Learning Assistants have been involved in whole school initiatives, including the development of their ICT skills and individually they have received support in conjunction with their specific responsibilities. However, their professional skills need to be further developed.

127. The governing body is supportive of the school and individual governors understand their roles. Overall, the governing body fulfils its legal requirements. The governing body has a regular input into the SDP and is kept informed about issues that affect the performance of the school by the head teacher.

128. The governing body is increasingly involved in monitoring the quality of provision provided for the pupils and is aware of some of the shortcomings. Governors have been actively involved in developing the self-evaluation documents. Governors acknowledge that this analysis, together with the recommendations of the inspection, provides them with the opportunity to be more actively involved in establishing the school’s strategic direction, setting priorities and monitoring school improvement.

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

Grade 4: Some good features, but shortcomings in important areas

129. The school in its self-evaluation report judged this key question as grade 1. However, the findings of the inspection team differ from the school’s self-evaluation. There are good features in the way leaders and managers evaluate and improve quality and standards, such as the work of some curriculum co-ordinators, but there are shortcomings in important areas, notably in the way the school plans for improvement.

130. The quality of the information obtained from the school’s self-evaluation procedures and the use made of them to improve standards is variable. At best, curriculum leaders are well informed through regular appraisal of pupils’ achievements and use this information to make improvements. Curriculum leaders, for example in science and ICT, are exemplars of good practice and
are actively developing their subjects and cross-curricular links. In other instances curriculum monitoring is less effective, the programme of study being less coherent and progressive, with the consequent effect on pupil achievement. Classroom learning assistants are not actively involved in planning the work for pupils and in assessing the outcomes. The professional needs of the classroom learning assistants have not been ascertained and they have not been made aware of relevant courses.

131. The quality of teaching is being monitored and evaluation sheets made available for subsequent discussion with the teacher involved. This has been effective in raising the proportion of good and very good teaching since the last inspection. Some outstanding teaching, particularly at the end of both key stages was observed. However, there remains a significant proportion of teaching with shortcomings and this impacts adversely on pupils’ standards of achievement in these classes.

132. The school, in its school brochure, indicates that it values the views of parents and is sensitive to their views. However, the pre-inspection questionnaire, comments made by parents at the pre-inspection meeting and letters written to the inspection team, indicates some dissatisfaction. A significant minority of parents were dissatisfied with the information the school provides for parents and the way they are kept informed of their child’s progress.

133. Short-term priorities for school improvement are identified in the SDP and are supported through adequate allocation of resources. However, the SDP is limited to the current year and does not indicate a longer term overall perspective. It is not sufficiently detailed to act as an effective working document. Individual responsibilities are not clearly specified so enabling responsible individuals to be held accountable. Success criteria are not identified and there is no time scale so as to enable the governing body to fully fulfil its role in holding the school accountable for improvements. The school’s quality assurance procedures are insufficiently linked to standards.

134. The school’s self-evaluation process, resulting in the self-evaluation report, has identified many of the school’s strengths and some of the weaknesses. Whilst issues for improvement have been identified, little progress has been made, as yet, in tackling these issues. The inspection team agreed, in the main, with the issues highlighted and judgements made but judged there to be other weaknesses in the school’s provision and to this extent the self-evaluation report is incomplete.

135. Since the last inspection the school has addressed the key issues for action highlighted in the report. A notable achievement is the overall improvements in the standards of achievement in ICT, both as a subject and across the curriculum. Since the last inspection the school has improved its provision for pupils with SEN. Pupils with SEN are currently well supported, their IEPs include more precise targets and parents are actively involved. Assessment procedures have been improved and now meet statutory requirements, although they still lack rigour. Overall, the role of curriculum co-ordinators has
been developed well and the school has maintained the good features identified in the previous report.

136. Whilst other aspects identified as key issues have been tackled, much remains to be done, particularly in terms of the provision for children in the early years. In spite of the school's best efforts, a significant number of parents would like more information from the school about their child's progress and what is taught. The SDP contains insufficient detail about school improvement and a longer-term perspective.

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

**Grade 3: Good features outweigh shortcomings**

137. The school's self-evaluation report judged this key question as grade 1. However, the findings of the inspection team differ from the school's self-evaluation. There are good features in the way teachers and other staff are managed that outweigh the shortcomings, notably in the provision for the under-fives.

138. The school has sufficient suitably qualified and experienced teachers and good quality support staff. Teachers have appropriate qualifications to teach all subjects of the National Curriculum. Staff are particularly strong in creative, aesthetic and science skills. Learning Support Assistants are conscientious and skilled and eager to promote children's learning. Overall, staff are well deployed. Teaching is most effective in year 2 and year 6 and this ensures that pupils achieve their full potential by the end of the key stages. Classroom learning assistants are appropriately deployed to ensure that they support pupils requiring their help.

139. The training needs of the teaching staff are regularly reviewed and supported in both their personal and professional development. Overall this has proved effective, such as in improving teacher's competence in ICT. Classroom Learning Assistants have been involved in whole school initiatives, including the development of their ICT skills and individually they have received support in conjunction with their specific responsibilities. However, their professional skills need to be further developed.

140. Resources to meet the needs of pupils with SEN are good as they are for science, ICT, art and music. Displays of pupils' work enhance the learning environment. Resources for children under five are not well used in terms of planning for the early learning goals.

141. There are adequate resources to meet the needs of the National Curriculum and religious education and are appropriately matched to the school's priorities. Resources to meet the needs of pupils with SEN are good as they are for science, ICT, art and music. Displays of pupils' work enhance the learning environment. Resources for children under five are not well used in terms of planning for the early learning goals. The acquisition of computers and whiteboards has made a significant improvement to pupils' learning
resources. Pupils, in the main, have access to appropriate learning resources although there is scope for resources, such as books, to be better organised.

142. The school occupies a pleasant spacious location with an adequate hard surfaced play area. There is an extensive grassed area that is being developed by planting trees so as to improve its potential as an environmental resource. The outside area for the under-fives is inadequate and uninspiring. Internally, recent modifications have resulted in individual classrooms being created, although the year 6 pupils are based in a room that is also a thoroughfare to other classrooms, including the computer suite. The under fives occupy a large area which is inefficiently used and much of which is cluttered with learning resources and other equipment. The school has not benefited from recent redecoration and several areas are badly organised. There are areas of the school that are not well maintained.

143. Curriculum co-ordinators are increasingly involved in reviewing and auditing the resources available and ensuring that their subjects are suitably resourced to meet the needs of the curriculum. The purchasing of resources and their use is carefully evaluated to ensure value for money. Overall, the school provides satisfactory value for money.
Standards achieved in subjects and areas of learning

Subject 1: THE UNDER-FIVES

Early Years – Grade 4: Some good features, but shortcomings in important areas.

144. The educational provision for the under-fives has many weaknesses and the pupils are making insufficient progress towards the Desirable Outcomes for Children’s Learning.

145. At present there are 14 children of nursery age (three to four years old) at the school, five of whom attend on a part time basis. There are nine reception age children (four to five years old) at the school. All children are in the same class. Attainment on entry is about average and each year group has the full range of ability.

Language, literacy and communication

Nursery: Grade 4: Some good features, but shortcomings in important areas.
Reception: Grade 4: Some good features, but shortcomings in important areas.

Good features

146. The majority of nursery children enjoy stories when they are of short duration. They show good knowledge of sequence in a story and understand that words convey meaning. A few children are already showing good levels of emergent reading. With support, they can communicate their ideas and listen well for short periods of time. The majority speak clearly and fluently when given the opportunity. They handle books with care and discuss their preferences when prompted. Some children are beginning to develop good phonetic awareness as they match words to sounds. More able children predict the next stages in familiar stories.

147. Reception children follow the same activities as the nursery children. When interested and suitably motivated, they listen carefully to stories and rhymes for short periods of time. They know the words of well-known rhymes such as ‘One, two, three Alive’ and are good role models for the younger children as they show good listening skills when working at the listening station.

Shortcomings

148. Nursery children do not sufficiently make up their own stories or enjoy a suitably wide and stimulating range of books. These children spend a disproportionate amount of time sitting and listening with older pupils. In such instances their concentration lapses, their attention wanders and this affects their ‘on task’ behaviour.

149. Reception children are underachieving in their reading. They follow a reading scheme in early years but some children are not moved on when ready to do
so nor are they challenged appropriately. Tasks for reception children are not well matched to their ability and they soon lose interest and become distracted, as happened on a nature walk during the inspection.

Personal and social development

Nursery: Grade 4: Some good features, but shortcomings in important areas.
Reception: Grade 4: Some good features, but shortcomings in important areas.

Good features

150. Nursery children settle quickly in school and establish good relationships with each other. They follow the behaviour patterns of older children and play happily together in class. They show good skills of personal hygiene. These children show good levels of confidence when talking with visitors, smiling and welcoming them to their classroom. They handle everyday objects with care and take turns when working with others.

151. Reception children take the lead when demonstrating their independence skills to the younger children. Many concentrate for sustained periods of time when interested and work diligently to complete tasks, asking for help from adults when necessary. These children enjoy their work with natural life, showing visitors their nature corner where they have put eggs to hatch. They explain the problems they encountered and express care and concern for living things. These children behave very well when motivated.

Shortcomings

152. Nursery children skills in working in groups or independently are underdeveloped. They have too few opportunities to make decisions and to take responsibility. Because of the limited outdoor curriculum, they have fewer experiences of social interaction as a group, when out of class. In less structured situations, such as a walk around the area, some children show unsatisfactory social skills in terms of calling out and interrupting, thus missing important information and adversely affecting other children. Similarly, reception children become easily bored by repetitive activities. This leads to them arguing and becoming boisterous and affecting other children in the class.

Mathematical development

Nursery: Grade 3: Good features outweigh shortcomings.
Reception: Grade 3: Good features outweigh shortcomings.

Good features

153. Most nursery children use correct mathematical vocabulary. They enjoy singing a range of counting rhymes and songs. They play with stickle bricks and cubes, trying to put them together to form cuboids and can name shapes
and count and recognise ten objects. Most of these children recognise shape and group objects accordingly.

154. Reception children are competent in counting, sorting and recognising a range of shapes. They successfully match numbers to sounds and make patterns and use mathematical language appropriately. They understand one more and one less, sorting bricks and cubes into groups up to 20. They prefer games that stimulate their counting skills and can recognise and group two and three-dimensional shapes.

Shortcomings

155. Nursery and reception children do not sufficiently extend their mathematical skills and knowledge outdoors. There is little planning for individual needs which restricts the curriculum for both nursery and reception children. Recording of work and use of ICT is very limited. Some reception children are not sufficiently challenged and at times, this results in loss of concentration and some antisocial behaviour.

Knowledge and understanding of the world

Nursery:  Grade 4: Some good features, but shortcomings in important areas.
Reception: Grade 4: Some good features, but shortcomings in important areas.

Good features

156. There are some opportunities for nursery children to look at natural objects in their nature corner. They also visit their locality to identify features specific to their surroundings. Children accurately tell the times of day, such as break and lunchtimes and after school. When talking in a group about their favourite foods, they can express their likes and dislikes about different foods.

157. Reception children are good role models in extending the nursery children’s vocabulary when talking about objects in the nature corner. They have a good vocabulary to describe the weather and plants and animals to be found around the school. They provide good levels of knowledge and information about different habitats and talk animatedly about their own pets and what they need to sustain life.

Shortcomings

158. Nursery and reception children do not sufficiently talk about their homes, where they live or show appreciation of their own environment.

159. Reception children do not sufficiently make decisions or to solve simple problems. They have too few opportunities to observe how things work, such as through pulling, pushing and turning, and generally find out how things work.
Physical Development

Nursery: Grade 4: Some good features, but shortcomings in important areas.
Reception: Grade 4: Some good features, but shortcomings in important areas.

Good features

160. Nursery children effectively improve their fine motor skills by constructing shapes from stickle bricks and fastening their aprons and buttons when in school. Evidence available shows that their physical dexterity is also improving in their artwork, when they use scissors, paint brushes and make marks with crayons and pencils. They play well together during games and outside playtimes. They can now pedal, pull and push bicycles and toys during the restricted outdoor experiences offered to them.

161. Reception children experience similar physical activities as the nursery children. A significant group of older and physically stronger pupils show good skills when balancing and move gracefully as they play and negotiate obstacles. When painting, reception children show care and good physical control of paintbrushes, producing some fine detail and flair in their work.

Shortcomings

162. The restricted opportunities for both nursery and reception children to experience a planned outdoor curriculum and to access appropriate large toys and apparatus is restricting the full development of children’s gross motor skills. Younger children frequently ask if they can go outdoors when vying for space in the cramped area they work, such as during a mathematics lesson. Reception children are disadvantaged by not having a well-equipped outdoor play area that is safe and secure and where they can improve their social interaction and language development. At playtimes children would benefit from playing away from the more boisterous pupils in other classes.

Creative development

Nursery: Grade 3: Good features outweigh shortcomings.
Reception: Grade 3: Good features outweigh shortcomings.

Good features

163. Nursery children demonstrate natural flair and talent when making models and painting. Evidence shows that they have used a wide range of media in artwork in the past. Results of their pictures and collages are of good quality and indicate some very talented children who create pictures of good quality when motivated. They are musical and show good rhythm in singing during assemblies. Nursery children sing tunefully and with feeling as they join in with older pupils during a lively gathering, accompanied by the school band. Evidence shows that they have used a wide range of media in artwork in the past.
164. Reception children are also creative and enjoy role-play, such as when they respond to stories in class. When talking, they describe their favourite pictures and how they were designed and completed clearly and competently. They take part in whole school singing with pride and sing tunefully and confidently.

**Shortcomings**

165. Nursery children have restricted space and limited time to fully explore their creative skills. They follow the same lessons as reception pupils and have limited access to resources that would enhance and enrich their creativity.

166. Reception children do not have enough opportunities to observe and appreciate each other’s work. They have inadequate time to discuss their own work and comment on the work of others. The curriculum devised for these pupils is uninspiring and this negates against their full creative development.

**Subject 2: WELSH (second language)**

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

**Good and outstanding features**

167. Pupils in key stage 1 understand and respond well to short oral phrases spoken by their teacher. Most pupils in year 2 are confident speakers, replying to their teacher and visitors, using simple words and phrases correctly. These pupils speak clearly with good pronunciation.

168. By the end of key stage 2, pupils have a very good basic vocabulary and respond confidently and competently to their teacher. Most pupils use the language enthusiastically and those few who are less confident show good competence in the language when prompted and supported by their teacher. When talking, pupils have a very good awareness of their audience and adapt their language appropriately. They speak intelligibly and use correct sentence patterns, including negative statements.

169. By the end of key stage 1, pupils write simple words and phrases correctly and answer questions based on a story they have heard. Most words are spelt correctly and sentence patterns are generally correct.
170. Pupils, in year 6, have very good writing skills; they write at length and develop their ideas sensibly, showing a very good grasp of organisation and sequencing. There is excellent variation in their sentence patterns and they express their opinions concisely, as was apparent in their poetry. One example (of many) written for the St. David's Day eisteddfod, describing a pet cat, illustrates pupils' very good command of language and imagination.

“Clistiau fel sidan
Llygaid fel losin
Wyneb fel crempog flat
Cynffon fel marc cwestwn”.

171. Pupils in key stage 1 read sentences and short paragraphs competently. At best, pupils read with due expression, giving good attention to pronunciation and punctuation.

172. By the end of key stage 2, pupils show very good understanding of the main flow of paragraphs and dialogue. They refer to specific information in the text. Pupils, in the main, read clearly and with good expression to convey meaning.

**Shortcomings**

173. There are no important shortcomings.

**Subject 3: 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**

174. Pupils in key stage 1 count reliably and understand place value of digits in three figure numbers. Pupils of all abilities correctly undertake addition and subtraction and more able pupils recognise number sequences and patterns, such as odd and even numbers.

175. By the end of year 6, pupils have a good understanding of place value and are competent in all four mathematical operations. They add and subtract negative numbers in context, and recognise the interrelationship between decimals, fractions and proportions.

176. Pupils in year 2 recognise and name two-dimensional shapes and the more able pupils describe their properties, such as the number of sides they possess.

177. By the end of key stage 2, pupils identify correctly all symmetries in two-dimensional shapes and know the properties of different quadrilaterals. Most pupils name angles of different dimensions correctly and differentiate
between, for example, acute, right, obtuse and straight angles. Pupils estimate the dimensions of different angles with good levels of accuracy.

178. Pupils in both key stages use mathematics in classroom activities, such as in science, and the more able are competent at finding ways to illustrate and represent their work. Pupils, in year 2, have good problem solving skills, such as when using money. Pupils in year 6 are developing their own strategies for solving problems and a very good feature of the work is the clear and organised way the work is presented.

179. Pupils in year 6 have an appropriate vocabulary to describe data and can record data in a frequency table. They are competent at interpreting line and block graphs.

180. Pupils, in both key stages, make good use of their ICT skills to reinforce their learning.

Shortcomings

181. Pupils’ knowledge and understanding of three-dimensional shapes is underdeveloped in both key stages.

182. Pupils, in key stage 2, do not recognise the importance of repeated measurements as a means of increasing accuracy and certainty.

Subject 4: SCIENCE

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

Good and outstanding features

183. Pupils in key stage 1 have good observational skills and a good scientific vocabulary to describe their observations. Their recording skills are well developed and they display their results using tables and graphs. Conclusions are logical and based on their results.

184. The majority of pupils, in key stage 1, have a good understanding of what constitutes a fair test. They identify what needs to be kept the same and recognise the variable under investigation, such as when comparing the insulating properties of materials.

185. Pupils in key stage 1 know the conditions necessary for seed growth and what they need to survive. Most can sort living things into groups and know that different living things are found in different places.

186. Pupils in key stage 1 correctly recognise that some materials are natural whilst others are man-made. Most pupils understand that some materials change when heated and that this process is reversible in some instances,
such as heating and cooling chocolate, whilst in other instances, such as burning, the changes are irreversible.

187. Pupils in key stage 1 have a good understanding that a complete electrical circuit is necessary for a bulb to light and that a switch enables the bulb to be switched on and off. Most correctly know that sounds are caused by vibrations. Pupils recognise that light comes from a variety of sources and know that the length of the sun’s shadows change during the day.

188. By the end of key stage 2, most pupils have a very good understanding of the concept of fair testing. Pupils identify key factors in their investigations, plan and carry out their investigations logically and safely. Pupils measure accurately and represent their results appropriately. Their conclusions are consistent with their results.

189. By the end of key stage 2, pupils successfully and correctly recognise the wide range of living things found in a habitat, such as a pond, and how they are adapted to their environment. Pupils in year 6 have a very good understanding of food chains and food webs and the interdependence of living organisms.

190. By the end of key stage 2, pupils recognise that the different properties of materials enables simple mixtures to be separated. Virtually all pupils recognise the three states of matter and the different properties of solids, liquids and gases.

191. By the end of key stage 2, pupils have a good and clear understanding of how the brightness of a bulb can be varied and the difference between objects in a circuit placed in parallel or in series. Most pupils in year 6 understand how the movement of the Earth, relative to the sun, causes seasonal change and day and night.

192. Pupils in both key stages use their ICT skills very well to reinforce their learning, for example older pupils use an animal classification programme to identify pond animals.

Shortcomings

193. There are no important shortcomings.
Subject 5: INFORMATION TECHNOLOGY

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

Good features

194. Pupils in both key stages have good computer skills and use the technology confidently and competently. Pupils’ skills are very well developed across the whole age range.

195. Pupils in key stage 1 use the keyboard and mouse well and successfully present their ideas, entering and storing information with help from their teachers. They display their work in different forms, including text, graphs and pictures. This illustrates pupils’ good skill development.

196. By the end of key stage 2 most pupils have very good word processing skills, typing text directly onto the screen quickly and organising and amending their work appropriately. They select different fonts and amend their work for specific purposes.

197. Multimedia presentations show year 6 pupils’ very good skills in integrating text, pictures and sound. Pupils use desktop publishing to enhance the presentations of poetry and posters.

198. Year 6 pupils in discussion described precisely and competently their use of both e-mail and Internet facilities. Good use is made of the Internet in their local research projects and the school is in contact with an American school via the e-mail.

199. Overall, pupils make good use of their ICT skills to support their learning across the curriculum, such as using “decision trees”, in their work in science to identify pond animals.

200. Pupils in year 6 are well aware of the uses made of computers in business and the world of work.

Shortcomings

201. There are no significant shortcomings.
Subject 6: ART

Key Stage 1 – Grade 1: Good with outstanding features.
Key Stage 2 – Grade 1: Good with outstanding features.

Good and outstanding features

202. Scrutiny of pupils’ work, sketchbooks, portfolios, displays, photographs and pieces of work, together with lessons seen indicate pupils’ very good competence, particularly in drawing.

203. Pupils are extremely enthusiastic, creative and inventive in their approaches to art. They collaborate very well and show appreciation of their own and others’ work. More importantly, they are successfully developing confidence and competence in a range of artistic techniques and critiques. They appreciate a range of work, including local, national and international artists.

204. In key stage 1, pupils show very good skills of sketching and painting. They select and mix paint for effect and create imaginative images. More able pupils discuss each other’s work and discuss how improvements can be made. They evaluate the work of famous artists very well.

205. Pupils in year 2 create three-dimensional shapes using driftwood and this shows their very good observational skills. These pupils also produce their own designs using Modroc and these illustrate their very good techniques and creativity.

206. Pupils concentrate very well and evaluate their work in pairs and groups, and then as a whole class. The results are very good, with some outstanding models produced. There are time constraints in such a lesson but pupils feel valued and confident enough to extend the lesson at a later time. Pupils work as real artists, using a very good artistic vocabulary. They are mature enough to re-evaluate their work and modify it if they want to improve the finished work.

207. Key stage 2 pupils approach artwork in a very creative manner. They are inspired in their work by artists and artisans they have studied through research on web sites, e-mail contacts in the UK and abroad and through visits and their own experiences.

208. They work in lessons through exploring visual images and language. They study line, texture, pattern, shape and form, making three-dimensional tiles using different tools and techniques. They use previous skills effectively and their displayed work is testimony to their talent and achievement.

209. Pupils in year 6 working with Modroc display very good practical and creative skills. They plan meticulously and work collaboratively and the end results show very good appreciation of form and critical appreciation of their work and that of their colleagues. Pupils’ appraisal of the work of famous artists, including Welsh artists and crafts persons, is perceptive and very good.
Shortcomings

210. There are no important shortcomings.
School’s response to the inspection

The inspection confirms that the school has sufficient experienced teaching staff and good quality support staff and compliments the quality of teaching especially at the end of K.S.1 and K.S.2.

It states that the standard of pupils’ achievement at the end of both key stages in the five subjects inspected was good and had improved since the last inspection. In Welsh, Science and Art there are outstanding features. It recognised that standards in I.C.T. had improved considerably and the value of the investment in the I.C.T. suite. S.E.N. provision is good and all pupils are given equal opportunities. The good standards of education were reflected in the school’s SATS results which show improvement and have been maintained over many years. The school’s SATS results remain above those of Pembrokeshire and Wales.

The inspection found that the school provides a caring environment and that pupils are happy. The pupils spiritual, moral, social and cultural development was good. Children were well motivated, polite and well mannered and their behaviour was good. The school was complimented on its extra curricular provision and good attendance figures. Pupils were well prepared for the future.

The school’s action plan will address the recommendations in the report. The priority will be to improve the quality of teaching in the two areas highlighted by the report and to improve the educational provision for the Early Years children. This action has already commenced.

A detailed and comprehensive plan to address all the key issues in the report will be implemented by the school and included in the School Development Plan.
## Appendix A

### Basic information about the school

<table>
<thead>
<tr>
<th>Name of School</th>
<th>Roch Community Primary School</th>
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<tr>
<td>School type</td>
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<tr>
<td>Age-range of pupils</td>
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<td></td>
<td>Haverfordwest</td>
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<td>Pembrokeshire</td>
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<tr>
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<td>SA62 6JU</td>
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<tr>
<td>Telephone number</td>
<td>01437 710517</td>
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<tr>
<td>Head teacher</td>
<td>Mr L.C.B. Palmer</td>
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<tr>
<td>Date of appointment</td>
<td>1 September 1985</td>
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<tr>
<td>Chair of governors/</td>
<td>Mrs B. Brentnall</td>
</tr>
<tr>
<td>Appropriate authority</td>
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<tr>
<td>Registered inspector</td>
<td>Mr E.R. Morgan</td>
</tr>
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<td>Dates of inspection</td>
<td>16 – 18 May 2005</td>
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## Appendix B

### School data and indicators

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<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>
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<tbody>
<tr>
<td>Number of pupils</td>
<td>11.5</td>
<td>9</td>
<td>19</td>
<td>11</td>
<td>15</td>
<td>16</td>
<td>10</td>
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<table>
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<th>Full-time</th>
<th>Part-time</th>
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### Staffing information

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<tr>
<td>Pupil : teacher (fte) ratio (excluding nursery and special classes)</td>
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<tr>
<td>Pupil : adult (fte) ratio in nursery classes</td>
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<tr>
<td>Pupil : adult (fte) ratio in special classes</td>
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<td>Average class size, excluding nursery and special classes</td>
<td>20.8</td>
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<td>Teacher (fte) : class ratio</td>
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### Percentage attendance for three complete terms prior to inspection

<table>
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<th>Term</th>
<th>N</th>
<th>R</th>
<th>Whole School</th>
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<tr>
<td>Summer 2004</td>
<td>90%</td>
<td>90%</td>
<td>94%</td>
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<tr>
<td>Autumn 2004</td>
<td>96%</td>
<td>96%</td>
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<tr>
<td>Spring 2004</td>
<td>91%</td>
<td>91%</td>
<td>94%</td>
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| Percentage of pupils entitled to free school meals | 2%     |
| Number of pupils excluded during 12 months prior to inspection | 1      |
## National Curriculum Assessment Results

### End of Key Stage 1:

<table>
<thead>
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<th>National Curriculum Assessment KS1</th>
<th>Number of pupils in Y2</th>
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<td><strong>Percentage of pupils at each level</strong></td>
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<td>W</td>
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<td><strong>English:</strong></td>
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<td></td>
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<tr>
<td>National</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td><strong>En: reading</strong></td>
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<tr>
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<tr>
<td>National</td>
<td>0</td>
<td>3</td>
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<td><strong>En: writing</strong></td>
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<tr>
<td>National</td>
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<td>7</td>
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<td><strong>En: speaking and listening</strong></td>
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<tr>
<td>National</td>
<td>1</td>
<td>5</td>
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<tr>
<td><strong>Mathematics</strong></td>
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<td>3</td>
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<tr>
<td><strong>Science</strong></td>
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<tr>
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<td>2</td>
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</table>

### Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment

<table>
<thead>
<tr>
<th>In the school</th>
<th>88%</th>
<th>In Wales</th>
<th>80%</th>
</tr>
</thead>
</table>

**D** Pupils who have been disappplied from the statutory arrangements  
**W** Pupils who are working towards level 1
National Curriculum Assessment Results
End of Key Stage 2:

### National Curriculum Assessment KS2
#### Results 2004

<table>
<thead>
<tr>
<th>Percentage of pupils at each level</th>
<th>D</th>
<th>A</th>
<th>F</th>
<th>W</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
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<tbody>
<tr>
<td><strong>English</strong></td>
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<td>46</td>
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<td>Test/Task</td>
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<td>3</td>
<td>15</td>
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<td><strong>Science</strong></td>
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<td>0</td>
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<td>48</td>
<td>52</td>
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</tr>
<tr>
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<td>0</td>
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<td>0</td>
<td>1</td>
<td>8</td>
<td>51</td>
<td>39</td>
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</tr>
</tbody>
</table>

| Percentage of pupils attaining at least level 4 in mathematics, science and English or Welsh (first language) |
|---------------------------------------------------------------|---------------------------------------------------------------|
| By Teacher Assessment | By Test |
| In the school        | 74%      | In the school        | 78%      |
| In Wales             | 72%      | In Wales             | 72%      |

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

- The inspection was conducted by a team of three inspectors who were present at the school for seven inspector days.

- Pre-inspection meetings were held with parents and the governing body to discuss the life and work of the school.

- Thirty-five questionnaires were completed by parents and carefully analysed.

- Discussions were held with the head and staff.

- School documentation and samples of pupils’ work were examined.

- Nineteen lessons or part lessons were observed.

- A sample of pupils’ work was examined from across the ability range in each year group.

- Inspectors listened to a sample of pupils reading.

- Discussions were held with pupils about their work.

- Pupils’ behaviour was observed during break periods, at lunchtimes and at the beginning and end of the school sessions.

- Inspectors attended assemblies and observed extra-curricular activities.

- Post inspection meetings were held with the staff and the governing body.
Appendix E

Composition and responsibilities of the inspection team

<table>
<thead>
<tr>
<th>Team member</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr Eifion R Morgan</td>
<td>Context</td>
</tr>
<tr>
<td>Registered Inspector</td>
<td>Summary and Recommendations</td>
</tr>
<tr>
<td></td>
<td>Key Question 1; 1.1 – 1.10; 1.13 – 1.16.</td>
</tr>
<tr>
<td></td>
<td>Key Question 2; 2.1 – 2.8</td>
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<tr>
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<td>Key Question 5.</td>
</tr>
<tr>
<td></td>
<td>Key Question 6.</td>
</tr>
<tr>
<td></td>
<td>Welsh (second language), mathematics, science, information technology</td>
</tr>
<tr>
<td>Mrs Colette Gribble</td>
<td>Key Question 2; 2.9 – 2.12.</td>
</tr>
<tr>
<td>Team Inspector</td>
<td>Key Question 3; 3.1 – 3.7</td>
</tr>
<tr>
<td></td>
<td>Key Question 4; 4.10 – 4.12</td>
</tr>
<tr>
<td></td>
<td>Key Question 7.</td>
</tr>
<tr>
<td></td>
<td>Early years, art</td>
</tr>
<tr>
<td>Mrs Charlotte Roberson</td>
<td>Key Question 1; 1.11 – 1.12.</td>
</tr>
<tr>
<td>Lay Inspector</td>
<td>Key Question 3; 3.8 – 3.14.</td>
</tr>
<tr>
<td></td>
<td>Key Question 4; 4.1 – 4.9; 4.13 – 4.18.</td>
</tr>
</tbody>
</table>

The contractor was:

Evenlode Education Ltd
6 Abbey Close
Alcester
Warwickshire
B49 5QW

Acknowledgement

The inspection team would like to thank the governors, head teacher, staff and pupils for their co-operation and courtesy throughout the inspection.
Inspection under Section 10 of the Schools Inspections Act 1996

Roch Community Primary School  
Roch  
Haverfordwest  
Pembrokeshire  
SA62 6JU

Summary for Parents

School Number: 668/2273

Date of Inspection: 16 – 18 May 2005

by

Mr Eifion R Morgan  
WO87/16248

Date: 20 July 2005

Under Estyn contract number: T/230/04P
A SUMMARY REPORT FOR PARENTS

Roch Community Primary School was inspected as part of a national programme of school inspection. The purpose 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 more information about their child’s school. A copy of this summary is sent to every family with a child at the school. The full report can be obtained from the school.

The inspection of Roch Community Primary School took place between 16 and 18 May 2005. An independent team of inspectors, led by Mr Eifion R Morgan undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.
The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils’ spiritual, moral, social and cultural development.

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

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

### Summary

The school provides its pupils with a caring environment and pupils are happy at school. Provision for pupils’ spiritual, moral, social and cultural development is good. Standards of achievement at the end of both key stages are good and pupils make good progress toward fulfilling their potential.

Since the last inspection, educational standards have been raised, especially in ICT and maintained in the core subjects of English, mathematics and science, where standards are currently good at the end of both key stages. Standards of achievement in ICT are well supported by the recently established computer suite and this has also had a significant and positive impact on pupils’ use of ICT across the curriculum.

The provision for pupils with SEN is now good. Curriculum co-ordinators are increasingly effective and have been instrumental in developing their subject responsibilities. Whilst other key issues, such as the school’s assessment procedures and the early years curriculum, have and continue to be addressed, these still need developing. The SDP itemises aspects for school improvement but lacks a long-term perspective. Overall this represents satisfactory progress since the last inspection.

The school’s self-evaluation report is based on the seven key questions identified by Estyn (see below for details). The school judged its work to be good with outstanding features (grade 1) in five of these areas and good with no important shortcomings (grade 2) in the other two areas of its work. The inspection team recognised good features in all the seven aspects of the school’s work. However, there are shortcomings in all the aspects. In five of them the good features outweigh shortcomings (grade 3), but in the other two there were shortcomings in important areas (grade 4).

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

In all, nineteen lessons were observed. Standards of achievement in the subjects identified for inspection are as follows:

<table>
<thead>
<tr>
<th>Pupils' standards of achievement</th>
<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></td>
<td>12%</td>
<td>58%</td>
<td>18%</td>
<td>12%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Standards in just over two-thirds of lessons are good with no important shortcomings and occasionally outstanding. In nearly a third of lessons there are some shortcomings in standards and in a significant minority of lessons (12 per cent) these are in important areas. This is below the Welsh Assembly Government expectations. However, the good and the very good teaching evident in years 2 and 6 ensures that pupils achieve their potential by the end of the key stages.

Subjects and Areas of Learning Early Years

Children's attainment on entry is about average and the early years children represent the full range of ability. The educational provision for the under-fives has many weaknesses and the children are making insufficient progress towards the Desirable Outcomes for Children's Learning.

The standards of achievement of children under five are as follows.

<table>
<thead>
<tr>
<th>Area of Learning</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language, literacy and communication</td>
<td>4</td>
</tr>
<tr>
<td>Personal and social development</td>
<td>4</td>
</tr>
<tr>
<td>Mathematical development</td>
<td>3</td>
</tr>
<tr>
<td>Knowledge and understanding of the world</td>
<td>4</td>
</tr>
<tr>
<td>Creative development</td>
<td>3</td>
</tr>
<tr>
<td>Physical development</td>
<td>4</td>
</tr>
</tbody>
</table>

The progress these children make is variable. Their speaking and listening skills are underdeveloped. Both nursery and reception children are easily distracted and often interrupt their teacher. These children have a good vocabulary but in group situations do not have the necessary self-discipline to listen to each other and to take turns to speak. Children handle books carefully, but older and more able children are not sufficiently challenged in their reading. Most reception children have good basic writing skills.

Children settle quickly in school and develop good relationships, but many have poorly developed interpersonal skills that adversely affect their ability to work independently and in small groups. They are not well prepared for the next stage of learning. Children's mathematical skills are generally good; pupils count accurately and sort objects according to shape. These children have good creative skills displaying good flair and talent when drawing, modelling and painting. However, their physical and creative development is inhibited by the uninspiring outdoor play area available to them.

Pupils' standards of achievement in key stage 1 and key stage 2 in the subjects inspected are as follows:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Key Stage 1</th>
<th>Key Stage 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welsh (second language)</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Mathematics</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Science</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Information technology</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>
This represents a situation where, by the end of key stage 1 and particularly by the end of key stage 2, standards achieved by all pupils, including those with SEN, in the five subjects inspected are at least good with no important shortcomings. In Welsh (second language), science and art, there are some outstanding features. All pupils, including those with SEN, succeed whatever their background and achieve the agreed learning goals.

In both key stages, pupils’ standards and progress in the key skills are generally good with no important shortcomings. Pupils listen attentively in lessons and respond positively to their teachers. A notable and very good feature is the standard of listening and speaking displayed by pupils in years 5 and 6. These pupils listen attentively to each other and in discussion, and their responses are well considered and thoughtful. Virtually all pupils read well and pupils’ writing and presentation skills are well used across the curriculum.

Pupils in both key stages have a good command of the Welsh language. Those in year 6 are very competent, as was evident in the Welsh language lessons observed. These pupils are eager to participate in lessons; they listen attentively and respond positively to their teacher. Virtually all pupils in both key stages have a good vocabulary and read accurately what they have written. Pupils in year 6 give due emphasis in their reading to express meaning. Most pupils in year 6 speak fluently and adapt their language to their needs, such as using the past tense. However, some pupils lack confidence to use the language incidentally during the day.

Pupils’ numeracy skills are generally good and well used as, for instance, in science investigations to measure and to record their results. However, pupils’ numeracy skills are not used consistently across the curriculum. Pupils’ information and communication skills are developing very well and in years 5 and 6 they are used very well to support learning.

Pupils have very good creative skills, as is shown in their poetry in both English and Welsh which illustrates their rich vocabulary and imagination. Pupils’ work in art also illustrates their very good creative skills. Pupils’ investigative and problem solving skills are well developed in both key stages. Pupils in year 6 have a very good understanding of the concept of fair testing and this is reflected in their very good attainment in science.

Pupils’ attainment in the National Curriculum (2004) core subjects of English, mathematics and science, as assessed by teachers at the end of key stage 1, were above local and national results but below average in comparison with similar schools in Wales (based on the number of pupils identified as being entitled to receive free school meals).

Pupils’ attainment at the end of key stage 2 in the National (2004) tests were also above local and national averages in the three core subjects but below average in comparison with similar schools in Wales. A notable feature of the results is the number of pupils achieving level 4 and above in science, with nearly half the pupils (43 per cent) achieving level 5. There is no significant difference in the attainment of boys and girls. These good standards have been maintained over recent years and the results show an improvement since the last inspection, particularly at key stage 2.

All pupils, including those with SEN, make good progress in learning. Pupils’ personal, social and learning skills are well developed. Pupils are well motivated and use their time well. Pupils have a good understanding of what they had learnt and how well they are doing. They are less sure of what they need to do to improve and pupils in key stage 1 and 2 are generally well prepared for the next stage of learning.
Pupils in both key stages have good attitudes to learning. Pupils behave responsibly and older pupils take and seek responsibility. Pupils in years 5 and 6 show high levels of self-discipline. Pupils make good progress in their personal, social and moral development. Behaviour is generally good; pupils are polite and well mannered. Pupils appreciate diversity within society and show respect for different beliefs, attitudes and cultural traditions. The school provides pupils with equality of opportunity, and visits and other school activities broaden pupils’ understanding of the culture and heritage of Wales. Pupils are well prepared for participation in the community.

Attendance rates are consistently good. Pupils are punctual and lessons start on time.

The quality of education and training

The quality of teaching observed in the areas of learning and subjects inspected was 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>16%</td>
<td>52%</td>
<td>11%</td>
<td>16%</td>
<td>5%</td>
</tr>
</tbody>
</table>

At its best, the teaching is good with outstanding features and in over two-thirds of lessons (68 per cent) there were no important shortcomings in the teaching. This contributes substantially to the good and very good standards of attainment at the end of the key stages, particularly at the end of key stage 2. However, a proportion of the teaching (21 per cent) has shortcomings in important areas and occasionally many important shortcomings.

Where the quality of teaching is good with no important shortcomings and where there are outstanding features, lessons were characterised by:

- good and very good working relationships that foster learning;
- work that is well matched to pupils’ ability and provides challenge;
- teachers’ good subject knowledge and the good use of questioning to stimulate pupils and ensure their active engagement of all pupils, including those with SEN;
- clear learning objectives that focuses pupils’ attention;
- good use of resources, so that all pupils are actively involved and provide equality of opportunity;
- teachers’ ability to monitor and review pupils’ progress in lessons, and to react to their individual needs;
- well planned opportunities for all pupils to develop and use their basic and key skills, including their bilingual skills.

Practically all lessons observed had some good features but about a fifth had shortcomings in important areas that detracted from pupils’ learning. In these instances, learning objectives were not made explicit and the work was not well matched to pupils’ abilities and prior knowledge. Another shortcoming evident in these lessons was the inadequate planning to develop key and basic skills, particularly to develop pupils’ bilingual skills and their confidence to use the Welsh language.

The school has improved its assessment procedures since the last inspection. Current practice has a number of good features but need further refinement to overcome some shortcomings. Teachers keep records of pupils’ progress and assess their attainment termly. Overall, however, assessment procedures lack rigour and consistency. They are not sufficiently detailed to enable pupils’ progress to be systematically tracked to highlight any lack of progress in specific areas. Teachers do not consistently use assessment results to underpin lesson planning, so as to ensure that pupils’ work is well matched to their ability. Pupils are not sufficiently aware of the purpose of assessment and what they need to do to improve.
The curriculum, overall, is broad and balanced and meets the learning needs of the pupils. It is suitably enhanced by a good range of extra-curricular activities, including residential experiences for older pupils. A shortcoming in the school's curriculum, however, is the curriculum for the under-fives, in that it is not well focused on developing the Desirable Outcomes for Children's Learning. There is no whole school scheme of work for the development of key skills.

Provision for pupils' spiritual, moral, social and cultural development is good. Acts of collective worship are central to developing pupils' spiritual awareness and incorporate opportunities for reflection and contemplation. A strong sense of moral values pervades the school and pupils distinguish clearly between right and wrong. Pupils in key stage 1 and key stage 2 relate well to each other and work co-operatively in pairs and small groups. Good provision exists for pupils to develop their knowledge and understanding of the culture and heritage of Wales. Pupils' knowledge and understanding of other cultures is developing well. Overall, pupils recognise and respect diversity in society.

There are good links with parents, the community, local schools and colleges. In the pre-inspection meeting, several parents commented on the warmth of the welcome they receive when they visit the school. However, a significant number of parents expressed dissatisfaction about the limited amount of information provided by the school about their child's achievement and about what is taught at the school.

Procedures for child protection and care arrangements for supporting pupils are good. A member of staff has been designated with overall responsibility and a member of the governing body oversees child protection issues. Staff are well aware of the proper procedures to be followed in the event of a child needing care. Overall, parents are very satisfied with the school's provision for care, guidance and support for their children.

Provision for pupils with SEN is good and meets the requirements of the Code of Practice. There is an effective programme in place to identify pupils requiring support and parents report that they are kept well informed about arrangements. Pupils with SEN receive good additional support from Learning Support Assistants and statemented pupils receive very good support from outside agencies.

The school reports that incidents of bullying and misbehaviour are rare, and are dealt with promptly. The school has an effective personal and social education programme in place and this enables issues that are important to pupils to be discussed within the curriculum.

Leadership and management

The school's leadership and strategic management have some good features but shortcomings in important areas.

The head teacher's professional leadership and management have ensured that pupils attain high standards of achievement by the end of both key stages. This has been realised through the deployment of good teachers in year 2 and year 6, enabling pupils to attain their full potential. Standards of attainment have improved since the last inspection particularly at key stage 2.

The quality of the educational provision across the school is variable and whilst there are good features evident in the school, there are shortcomings. Pupils in key stage 1 and 2 benefit from a broad and balanced curriculum enhanced through a good range of extra-curricular experiences.
Shortcomings in the early years provisions are recognised by the school and, whilst attempts have been made to improve the provision, much remains to be done. The role of the deputy head, as set out in his job description, is underdeveloped. Assessment procedures, whilst having been improved since the last inspection, still lack rigour and need further refinement to be fully effective. Curriculum planning lacks consistency and there is no programme for the development of key skills across the curriculum.

The quality of teaching is being monitored and has been effective in raising the proportion of good and very good teaching since the last inspection. However, there remains a significant proportion of teaching with shortcomings and this impacts adversely on standards of achievement. Whilst these shortcomings have been recognised, they still remain to be resolved.

The aims of the school to provide equality for all, is reflected in the work of the school. The school successfully instils moral values and an awareness of the needs of others. Pupils' behaviour is good and pupils establish good relationships with each other and adults in the school.

The governing body is supportive of the school and individual governors understand their roles. Overall, the governing body fulfils its legal requirements. The governing body has a regular input into the SDP and is kept informed about issues that affect the performance of the school by the head teacher.

The governing body is increasingly involved in monitoring the quality of provision provided for the pupils and is aware of some of the shortcomings identified by inspectors. Governors have been actively involved in developing the self-evaluation documents and this analysis, together with the recommendations of the inspection, provides them with the opportunity to be more actively involved in establishing the school's strategic direction, setting priorities and monitoring school improvement.

The school's self-evaluation process, resulting in the self-evaluation report, has identified many of the school's strengths and some of the weaknesses. Whilst issues for improvement have been identified, little progress has been made, as yet, in tackling these issues. The inspection team agreed, in the main, with the issues highlighted and judgements made, but judged there to be other weaknesses in the school's provision and to this extent the self-evaluation report is incomplete.

Short-term priorities for school improvement are identified in the SDP and are supported through adequate allocation of resources. However, the SDP is limited to the current year and does not indicate a longer term overall perspective. It is not sufficiently detailed to act as an effective working document. Individual responsibilities are not clearly specified so enabling responsible individuals to be held accountable. Success criteria are not identified and there is no time scale so as to enable the governing body to fully fulfil its role in holding the school accountable for improvements. The school's quality assurance procedures are insufficiently linked to standards.

The school has sufficient and suitably qualified, experienced teachers and good quality support staff. The school is adequately resourced to meet pupils' needs other than for the early years. The acquisition of a computer suite has made a significant improvement to pupils' learning resources. Curriculum co-ordinators are increasingly involved in reviewing the resources available and resources are carefully evaluated.

The school occupies a pleasant spacious location. There is an extensive grassed area that is being developed as an environmental resource. Overall, the accommodation has some shortcomings. The play area for children under five is inadequate and uninspiring. Internally, the designated area for the early years is inefficiently used. Areas of the school are in need of redecoration. Overall, the school provides satisfactory value for money.
Recommendations

In order to improve the school needs to:

R1 develop a detailed and comprehensive School Development Plan (SDP) that clearly identifies priorities for school improvement for the short and medium term to specify:
   (i) personnel and responsibilities;
   (ii) success criteria;
   (iii) a realistic time scale; and
   (iv) monitoring procedures.

R2 develop the role and responsibilities of the deputy head teacher, so as to assume greater responsibility for the quality of the educational provision.

R3* improve the educational provision for the early years children.

R4 improve the quality of teaching.

R5 improve the quality of assessment so that pupils’ progress is rigorously tracked and the results used to underpin teachers’ planning.

R6 involve pupils to a greater extent in their own learning.

R7 develop a comprehensive programme for the inclusion of key and basic skills across the curriculum.

R8* continue to develop the school and its environment so as to improve the quality of the learning environment.

R9 improve the information provided for parents.

R10 address the other shortcomings identified in the report.

* This is recognised by the school as an area for development.

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.

Acknowledgement

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