Inspection under Section 28 of the Education Act 2005

A Report on the Quality of Education in

Ysgol Bro Dewi V. A. School
Nun Street
St Davids
Pembrokeshire
SA62 6NU

School Number: 6683310

Date of Inspection: 13 October 2008

by

Dorothy Morris
16211

Date of Publication: 15 December 2008

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

The inspection of Ysgol Bro Dewi V.A. School took place between 13/10/08 and 14/10/08. An independent team of inspectors, led by Dorothy Morris undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

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

For short inspections, there are no subject reports.

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

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

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

This school received a short inspection.
Year groups and key stages

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

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

Primary phase:

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<thead>
<tr>
<th>Year</th>
<th>R</th>
<th>Y1</th>
<th>Y2</th>
<th>Y3</th>
<th>Y4</th>
<th>Y5</th>
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<tr>
<td>Ages</td>
<td>4-5</td>
<td>5-6</td>
<td>6-7</td>
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<td>8-9</td>
<td>9-10</td>
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Secondary phase:

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<th>Year</th>
<th>Y7</th>
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<th>Y9</th>
<th>Y10</th>
<th>Y11</th>
<th>Y12</th>
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<tr>
<td>Ages</td>
<td>11-12</td>
<td>12-13</td>
<td>13-14</td>
<td>14-15</td>
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<td>17-18</td>
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The National Curriculum covers four key stages as follows:

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<thead>
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<th>Key stage 1</th>
<th>Year 1 and Year 2</th>
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<td>Key stage 2</td>
<td>Year 3 to Year 6</td>
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<td>Key stage 3</td>
<td>Year 7 to Year 9</td>
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<tr>
<td>Key stage 4</td>
<td>Year 10 and Year 11</td>
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<td>11</td>
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<td>Key Question 4: How well are learners cared for, guided and supported?</td>
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<td>Key Question 5: How effective are leadership and strategic management?</td>
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<td>quality and standards?</td>
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</table>
The nature of the provider

1. Ysgol Bro Dewi is a Church in Wales voluntary-aided school catering for pupils aged three to eleven years of age. It is situated in the historical city of St Davids in the county of Pembrokeshire. There are 121.5 pupils, full-time equivalent, on the school register. Children are normally admitted to the nursery class at the beginning of the term following their third birthday and initially on a part-time basis. At the beginning of the term following their fourth birthday, pupils enter the reception class and can attend school on a full-time basis. Pupil numbers have increased a little in recent years.

2. The school draws its pupils from the city and the immediate rural hinterland, and the catchment area includes more prosperous and economically disadvantaged areas. Ten per cent of pupils are currently entitled to free school meals and this is considerably lower than the local and national averages. Most pupils come from mainly English-speaking backgrounds and learn Welsh as a second language. No pupil is receiving help with English as an additional language.

3. Pupils attending the school represent the full range of ability. Baseline assessments and school data indicate that children's attainment on entry ranges from average to good. Across the school, 40 pupils (33%) are designated as having additional learning needs (ALN), including one pupil who has a statement of special educational needs (SEN). This percentage is considerably above both local and national averages.

4. The school has been awarded the Basic Skills' Quality Mark and the Healthy Schools Award. The school provides a breakfast club and an after-school care club for its pupils.

5. As the school is a voluntary-aided school, an inspector appointed by the Church undertook a separate inspection of collective worship, pupils’ spiritual and moral development, and religious education.

6. The school was last inspected in October 2002. Since that inspection, there have been changes in staffing at the school including the recent retirement of the deputy headteacher. During the inspection, a supply teacher taught one class. The headteacher has been in post since September 1999.

The school’s priorities and targets

7. The school’s main aim is to work in partnership with parents and the community to create a happy and enriching learning environment for the children where they are supported to fulfil their potential.

8. The school’s major priorities and targets for 2008-09 include to:
   - compile portfolios of work in all subjects;
   - review subject policies in the light of the new curriculum and other changes;
   - develop self-assessment and peer assessment by pupils; and
   - improve communication with parents through improving the school prospectus and parents’ handbook.
Summary

9. The school succeeds in creating a supportive and caring environment where pupils achieve well in many areas of learning. Pupils' attainments in the National Curriculum (NC) assessments at the end of both key stages are consistently above both local and national averages. Aspects of curriculum planning and the school’s systems for evaluating the quality of its provision, however, are insufficiently developed.

10. The self-evaluation report, produced by the school before the inspection, is concise and clear and identifies strengths and areas where improvements are needed. The inspection team agreed with the school’s judgements in four of the seven key questions. A lower grade was awarded to key question three and key question six as aspects of provision relevant to the key questions have shortcomings that require attention. In key question seven, outstanding features are acknowledged in relation to the quality of aspects of the accommodation, but provision overall is judged to be good with no important shortcomings.

Table of grades awarded

11. The inspection team judged the work of the school as follows:

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

12. The education provided by the school meets the needs and range of pupils effectively. Pupils, including those with ALN, make consistent progress in gaining new skills, knowledge and understanding and achieve the agreed learning targets and goals.

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

14. In 2008, pupils’ attainments in the NC assessments in key stage 1, according to teacher assessment, were above the county and national averages in English, mathematics and science. When compared with similar schools across Wales, based on free school meals entitlement, pupils’ attainments overall place it in the upper 25%. Over a three-year period, trends in performance show continuous improvement.

15. In 2008, pupils’ attainments in the NC assessments in key stage 2, according to teacher assessment, were above the county and national averages in English, mathematics and science. When compared with similar schools across Wales, based on free school meals entitlement, pupils’ attainments overall place it in the lower 50% of schools. The wide range of ability and the significant number of...
pupils with ALN (23%) in the year (Y) 6 class had an adverse effect on outcomes. In the previous two years, the school succeeded in maintaining high standards of attainment with the results overall placing it in the upper 25% of similar schools in Wales.

16. The children under five make good progress and achieve good standards in using the key skills of thinking, communication, numeracy, and information and communication (ICT) across the areas of learning.

17. In both key stages, pupils’ progress and standards in key skills across the curriculum have good features that outweigh shortcomings. In the best practice, pupils use key skills confidently and accurately and produce work of a good standard. Overall, however, pupils do not develop their key skills progressively across the school.

18. Good features outweigh shortcomings in pupils’ progress in gaining bilingual competence. Across the school, pupils communicate readily in English. Children under five make good progress in developing their bilingual skills and use Welsh words and phrases confidently during their daily activities. In both key stages, most pupils demonstrate a secure understanding of basic Welsh vocabulary but they lack confidence and a sufficient grasp of language patterns and relevant vocabulary to communicate simply in Welsh in informal situations.

19. Pupils have a good awareness of the ‘Cwricwlwm Cymreig’ (The Welsh Curriculum) through their studies in subjects such as history, geography and music.

20. Pupils’ problem-solving skills are good as demonstrated in subjects such as science and mathematics. The early years’ children, for example, use their observation and investigative skills well in their science activities. Across the school, pupils’ creative skills are good in music. They are more variable in art, with the best work of a good standard.

21. More able pupils have a good understanding of what they are doing and apply their prior learning well to new situations. In general, pupils’ ability to evaluate their work and to identify what they have to do to improve is insufficiently developed. This is an area identified appropriately for attention in the school development plan (SDP).

22. Most pupils’ attitudes to their learning and the interest they show in their work are good. When given the opportunity, pupils work well in pairs and small groups and in the best practice acquire the skills to work independently to improve their own learning.

23. Pupils’ moral, social and cultural development is good. Through circle-time, school council and class council activities, most pupils develop a secure set of moral and social values. Pupils have a good awareness of those less fortunate than themselves and contribute well to good causes. Through their studies across the curriculum and the school’s links with other countries, pupils have a good awareness of equal opportunity issues and develop a good awareness of a range of other social and cultural traditions.

24. Most pupils behave well and are courteous to staff. Nevertheless, during playtimes and as they move around the school a minority of key stage 2 pupils is boisterous and does not listen sufficiently to instructions.
25. Pupils' knowledge of community life in their area is good, and they contribute well to local events. Through visits and the contribution of visitors to the school, pupils have a general awareness of the world of work. Their entrepreneurial skills, however, are at an early stage of development. The school has highlighted these aspects appropriately as areas for further development.

26. Attendance levels are satisfactory and averaged 93% for the previous three terms. This figure corresponds with the national and local averages for pupils of primary school age. Most pupils are punctual. Registration is conducted efficiently and lessons start promptly. The school meets all National Assembly for Wales (NAW) requirements with regard to recording pupils' attendance.

The quality of education and training

Grades for teaching

27. In the lessons inspected, the quality of teaching was judged as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>0%</th>
<th>80%</th>
<th>20%</th>
<th>0%</th>
<th>0%</th>
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27. These figures correspond to the national findings as reported in Her Majesty's Chief Inspector's (HMCI) latest report for 2006-2007, which states that the quality of teaching was good or better (Grade 1 and 2) in 80% of lessons inspected. However, the percentage of lessons graded 1 is below the 14% recorded in the report to be a Grade 1.

28. The good teaching includes characteristics such as the effective use of teachers’ subject knowledge, skilful use of direct teaching and questioning techniques, and the successful use of a range of learning resources. Where the teaching is less effective, the teaching lacks pace, and planning is insufficiently rigorous to ensure that tasks are consistently well matched to pupils' learning needs and abilities.

29. Good features outweigh shortcomings in assessing, recording and reporting pupils' progress. Teachers assess pupils’ achievements and progress accurately and regularly in the core subjects but outcomes are not consistently used to plan future teaching and learning. The annual reports to parents conform to statutory requirements and note pupils’ achievements and development clearly.

30. There are good features in the school’s approach to raising pupils’ awareness and understanding of sustainable development and global citizenship. There is a strong emphasis on all aspects of health education, and the promotion of a healthier lifestyle permeates the curriculum and is evident in the daily routines.

31. A good feature of the provision is the emphasis on developing pupils’ basic literacy and mathematical skills and the school has gained the Basic Skills Agency Quality Mark. However, there is insufficient rigour in the planning and monitoring of pupils’ key skills across the curriculum to ensure their progressive development across the school.

32. The school’s partnerships with other schools, institutions and the local community are good and enrich pupils’ learning experiences. In the questionnaires that were returned to the inspection team, the majority of parents expressed satisfaction with the quality of education provided and the standards achieved by their children. Parents receive regular correspondence to remind
them of any activities or issues that arise. However, in the parents’ meeting with
the inspectors and in almost fifty per cent of the questionnaires that were
returned, parents voiced their concern about the quality of the personal
communication between the school and the home.

33. The quality of the pastoral care, support and guidance offered to pupils is good.
This is an inclusive school which gives good attention to pupils’ well-being.
There is a suitable policy for child protection and all staff are aware of its
guidance. Policies and procedures relating to health and safety, including fire
prevention and first aid, are implemented appropriately. Risk assessments are
undertaken in relation to school visits and activities.

34. Provision for pupils with ALN is good and meets the requirements of the Code of
Practice. In classes and during withdrawal sessions, teachers and experienced
support staff offer pupils good support. Pupils with ALN make good progress
relative to their abilities and stage of development.

Leadership and management

35. The school is led purposefully from day-to-day by an experienced headteacher.
His leadership ensures that the school’s core values are promoted successfully.
All members of staff work conscientiously to further pupils’ educational
development and to promote high standards. Nevertheless, initiatives to extend
the curriculum further and broaden the experiences offered to pupils lack a
sufficiently collegiate approach to ensure their successful development across
the school.

36. The governing body is very supportive of the school and makes a full
contribution to its life and work. It works effectively in helping to set the school’s
strategic direction and in managing the budget. Experienced governors have
been involved in audits of provision in subjects such as science and
mathematics, and all governors are aware of the need to extend their role further
in monitoring standards and provision.

37. The SDP effectively sets out the school’s priorities and is informed by a wide
range of evidence identifying the school’s needs. It provides a relevant agenda
for taking the school forward. The school budget is efficiently managed and
monitored.

38. The monitoring and evaluation procedures provide the school with useful
genral information on its overall performance. However, the role of senior
management and subject co-ordinators in using the information gained to
introduce and support strategies to improve provision further lacks sufficient
momentum to impact effectively on whole-school development.

39. While progress has been made in addressing aspects of the key issues of the
last inspection, features relating to short-term planning, the key skills including
bilingualism, the role of co-ordinators, and communication with parents remain
issues for further attention.

40. The management and use of resources are good. There is a good complement
of suitably qualified and experienced teachers and support staff to carry out the
work of the school. There is good investment in resources and equipment which
supports pupils’ learning effectively. The accommodation, which includes a large
hall, offers ample space and very good facilities for teaching, learning and
support for all learners. Library provision and general storage, however, are more limited.

41. The school’s budget is well managed and good use is made of grants from various sources. The school’s current spending decisions are appropriately linked to plans for development and the headteacher and governors review expenditure regularly. The school offers value for money.

**Recommendations**

In order to improve further, the school needs to:

R1  improve pupils’ bilingual competency and develop their key skills and their enterprise skills progressively across the school;*

R2  strengthen teaching and planning further to ensure that tasks are consistently well-matched to pupils’ learning needs;

R3  develop the assessment processes further and extend pupils’ involvement in assessing their own progress and development;*

R4  develop the role of senior management and subject leaders in evaluating and improving provision, and extend the role of the governing body in the process;

R5  improve communication with parents*.

* There is reference to these issues in the current SDP.

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

**Standards**

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

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

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

43. Pupils, including those with ALN, make consistent progress in gaining new skills, knowledge and understanding and achieve the agreed learning targets and goals.

44. In 2008, pupils’ attainments in the NC assessments in key stage 1 according to teacher assessment, were above the county and national averages in English, mathematics and science. When compared with similar schools across Wales, on the basis of free school meals, pupils’ attainments were in the upper 25% in English and the upper 50% in mathematics and science. The percentage of pupils achieving the higher level, that is level 3, was above the national averages in mathematics and science but was below in English. The school’s results overall place it in the upper 25% of similar schools. Over a three-year period, trends in performance show continuous improvement.
45. In 2008, pupils’ attainments in the NC assessments in key stage 2, according to teacher assessment, were above the county and national averages in English, mathematics and science. The percentage of pupils achieving the higher level, that is level 5, was below the national averages in all subjects. The wide range of ability and the significant number of pupils with ALN (23%) had an adverse effect on the overall outcomes. When compared with similar schools across Wales, on the basis of free school meals, pupils’ attainments were in the upper 25% in science, the upper 50% in English and the lower 50% in mathematics. The school’s results overall place it in the lower 50% of schools. In the previous two years, the school’s results overall placed it in the upper 25% of similar schools.

46. Teacher assessments indicate some variations between the performance of boys and girls in both key stages, but no clear pattern emerges. In the 2008 assessments, for example, the Y6 boys attained better results than the girls in mathematics and science but the girls performed better in English. Overall, pupils make consistent progress and fulfil their potential for moving to the next stage of learning both within the school and also when transferring from the primary to the secondary sector. Pupils with ALN benefit well from the individual programmes of support provided by the school.

47. The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the Foundation Phase outcomes. The children settle well into school routines and engage enthusiastically in a range of well-planned activities.

48. The children under five make good progress and achieve good standards in acquiring thinking, communication, numeracy and ICT skills.

49. In both key stages, pupils’ progress and standards in key skills across the curriculum have good features that outweigh shortcomings. In the best work, pupils use key skills confidently and accurately. Overall, however, pupils do not develop their key skills progressively across the school.

50. In both key stages, pupils’ speaking skills are good. More able pupils express themselves fluently using reasoned argument and a wide range of vocabulary. Most pupils listen well to adults and to other pupils’ contributions. Pupils use their reading skills appropriately to gather information from different sources. Pupils write for different purposes across the curriculum and the best work is of good standard.

51. Overall, pupils use their number skills effectively in tasks across the curriculum. Older key stage 2 pupils, for example, achieve good standards when applying their mathematical skills to analyse and record their investigations in science. In both key stages, pupils use their ICT skills appropriately to support their work in other subjects. In the best work, pupils make effective use of a range of tools and competences across the subjects.

52. More able pupils have a good understanding of what they are doing and apply their prior learning well to new situations. They can discuss the particular strengths and weaknesses in their work with reasonable accuracy. In general, pupils’ ability to evaluate their work and to identify what they have to do to improve is insufficiently developed. This is an area identified appropriately for attention in the SDP.
53. Pupils’ problem-solving skills are good as demonstrated in subjects such as science and mathematics. The early years’ children, for example, use their observation and investigative skills well in their science activities. Pupils’ creative skills are good in music. They are more variable in art, with the best work of a good standard.

54. Pupils’ bilingual competence has good features that outweigh shortcomings. Pupils of all ages communicate readily and confidently in English. In the early years’ class, the children under five have a secure grasp of basic vocabulary in Welsh and use familiar language patterns competently in responding to questions. In both key stages, pupils lack confidence and a sufficient grasp of language patterns and relevant vocabulary to communicate simply in Welsh in informal situations.

55. Through their studies in subjects, such as history, geography and music, pupils’ knowledge and understanding of the Cwricwlwm Cymreig (Welsh Curriculum) is developing well.

56. Most pupils’ attitudes to their learning and the interest they show in their work are good. When given the opportunity, pupils work well in pairs and small groups and in the best practice acquire the skills to work independently to improve their own learning.

57. Pupils’ moral, social and cultural development is good. Through circle-time and school council activities, most pupils develop a secure set of moral and social values and they demonstrate fair play and consideration for others in their work and play. Through their studies across the curriculum and the school’s links with other countries, pupils also develop a good awareness of a range of other social and cultural traditions. Pupils demonstrate a mature awareness of equal opportunities issues and feel strongly that all people should be treated fairly and with respect and tolerance.

58. Most pupils behave well. During playtimes and as they move around the school, however, a minority of pupils in key stage 2 is boisterous and does not listen sufficiently to instructions from adults.

59. Pupils are willing to accept responsibility, for example as monitors and members of the school council. They take their responsibilities seriously and these experiences give them a good foundation in the importance of citizenship.

60. Pupils’ knowledge of their own community is good. Pupils’ visits to places of interest, their involvement in local activities and their studies in subjects, such as history and geography, effectively extend their knowledge and understanding of their locality.

61. Visits and the contribution of visitors develop pupils’ general awareness of the world of work. They have gained some experience of using entrepreneurial skills through designing and selling Christmas cards and painted shells at the school fete. By participating as members of the school council, pupils learn to apply planning and decision making skills. Overall, pupils’ entrepreneurial skills are at an early stage of development. The school has highlighted these aspects appropriately as areas for further development.

62. Attendance levels are satisfactory and averaged 93% for the previous three terms. This figure corresponds with the national and local averages for pupils of
primary school age. There are a few instances of unauthorised absence and parents overall keep the school well-informed of the reasons for their children’s absence. The school is hampered in its efforts to improve attendance by the number of parents who withdraw their children for holidays during term time. Registration is conducted efficiently and lessons start promptly. The school meets all NAW requirements with regard to recording pupils’ attendance.

63. Most pupils are punctual and a record is kept of pupils who are persistently late. The school administrator deals with the matter by contacting the parents via telephone or when they arrive at the school yard with their children. School hours are noted within the school prospectus and parents are reminded within school reports.

### The quality of education and training

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

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

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

65. In the lessons inspected, the quality of teaching was judged as follows:

<table>
<thead>
<tr>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>0%</td>
<td>80%</td>
<td>20%</td>
<td>0%</td>
<td>0%</td>
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</tbody>
</table>

66. These figures correspond to the national findings as reported in the HMCI’s Annual Report for 2006-7, which states that the quality of teaching was good or better (Grade 1 and 2) in 80% of lessons inspected. However, the percentage of lessons graded 1 is below the 14% recorded in the report to be Grade 1.

67. Through on-going training, teachers are familiar with recent developments in primary teaching. The teachers have a secure knowledge of the NC subjects, religious education and The Foundation Phase Framework for Children’s Learning. They are aware of the main requirements of the revised curriculum and the Personal and Social Education (PSE) Framework. Teachers have begun to update their schemes of work in science, for example, and to refine their planning in the early years’ class.

68. The good relationships between teachers and pupils facilitate effective learning. Teachers treat pupils equally, irrespective of their gender, race or ability and create a positive work ethos in their classes. They successfully challenge stereotypical images and views and pupils are actively encouraged to participate in the full range of activities provided.

69. Classroom assistants are deployed and used effectively to work alongside individual pupils or to support groups. They make highly effective use of their interpersonal skills to enhance pupils’ learning.

70. Lessons are appropriately planned to ensure a good range of activities. In the best practice, teachers’ planning gives good attention to the range of abilities in the class ensuring that tasks are well-matched to pupils’ ability and current learning needs. This good practice is not consistent throughout the school. During lessons, teachers effectively monitor progress alongside the pupils.
71. Where the teaching is good, lesson objectives are clear and are shared with the pupils; initial teacher presentations are purposeful and reinforce previous learning; there is effective use of a range of teaching methods and organisational strategies; and plenary sessions are used effectively to review pupils' progress.

72. Where the teaching is less effective, lessons lack pace and focus to motivate and engage pupils sufficiently in their learning. On occasion, there is insufficient attention to the organisation of group activities to ensure that learning is consistently purposeful.

73. Good features outweigh shortcomings in the development of pupils’ bilingual competence. In the early years’ class, teachers make good use of incidental Welsh to develop children's Welsh vocabulary and language patterns. Practice is not consistent across the school. Teachers make effective use of the opportunities to develop the Cwricwlwm Cymreig within many subjects including geography, music and history.

74. Good features outweigh shortcomings in assessing, recording and reporting pupils' progress. The school meets statutory requirements for assessing and accrediting pupils’ achievements. However, assessment outcomes do not inform further planning sufficiently for pupils of all abilities.

75. Throughout the school, there are appropriate systems for assessing, monitoring and tracking pupils’ progress in the core subjects. Teachers use a range of assessment procedures to measure and record pupils' progress fairly and accurately. Relevant test results and personal information relating to pupils’ progress are kept in individual pupil files, which also contain some examples of their work. Overall, the assessment and recording of pupils' progress in the foundation subjects is more informal in nature.

76. The statutory baseline assessment and the NC assessments at the end of each key stage are implemented correctly. The school has effective methods of identifying needs, measuring attainments and providing individual work programmes for pupils with ALN. The school’s procedures conform to statutory requirements.

77. Subject portfolios give teachers useful examples of work that have been assessed in order to show the levels that should be achieved. The school has benefited from its involvement in the local family of schools in compiling some of the portfolios. There is also good collaboration between the primary and secondary school in the cluster to standardise and moderate teachers' assessments at the end of key stage 2.

78. Pupils’ work is regularly and consistently marked. In the best practice, teachers’ comments identify the ways forward to enable pupils to improve the quality of their work. Procedures to ensure that pupils play an active role in the process of target setting and evaluating their progress in relation to individual targets are in place but at an early stage of development. These are areas which the school has identified appropriately for further development.

79. Annual reports to parents comply with statutory requirements. They offer parents and carers useful information about their children’s progress and achievements, particularly in the core areas. Targets for further development, however, are not clearly noted. A parents’ evening is held once a year to enable parents to
discuss their children’s progress further. Parents also have opportunities to make arrangements with the school to discuss their children’s annual reports.

**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**

80. The findings of the inspection team do not match the Grade 2 judgement made by the school in its self-evaluation report. While many good features are identified, there are also shortcomings that need to be addressed.

81. The school provides a broad, balanced and relevant curriculum that is accessible to all pupils, including those with ALN. The curriculum satisfies the requirements of the NC and religious education. There are appropriate policies and schemes of work in place to promote continuity and progression in the learning across the key stages. The staff are aware of the requirements of the revised curriculum 2008 and are beginning to update existing schemes of work. Homework for the most part is appropriately targeted.

82. The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the Foundation Phase outcomes. A good variety of appropriate experiences and activities are provided, in the classroom and outside, which satisfy the needs of young children well.

83. A good feature of the provision is the emphasis on developing pupils’ basic literacy and numeracy skills and the school has gained the Basic Skills Agency’s Quality Mark for the second time.

84. The provision for pupils with ALN is good and based on effective planning and support.

85. A good feature of the provision is the range of extra-curricular activities provided by staff, parents and members of the community. It includes a cookery club, ‘Dragon Sports’ activities, and activities associated with the Urdd movement. The school has been very successful in Urdd eisteddfod musical competitions. All these activities enhance the quality of education and strengthen relationships with the community and with parents. Older pupils have opportunities to be involved in residential experiences, which add a valuable dimension to their learning.

86. There is appropriate attention to the Cwricwlwm Cymreig and the provision satisfies current requirements. There is good attention to the local area in the planning. Pupils undertake a range of visits relating to their studies in subjects such as history, geography and environmental work. Visitors to the school include members of the clergy, the caring services and Welsh authors and illustrators.

87. There is good emphasis on promoting pupils’ cultural development in class work, through extra-curricular activities and in community activities. There is also effective provision to develop pupils’ knowledge and understanding of other cultures, particularly through studying other religions and through their studies in geography.
88. The importance of global citizenship is developed well through the school’s involvement in the Wales/Lesotho project, experiences such as visits by children from Chernobyl and the pupils’ developing awareness of the importance of fair trade.

89. The promotion of pupils’ moral and social development is good. Pupils are aware of those less fortunate than themselves both locally and in the wider world and are involved in charitable ventures. There are good opportunities for pupils to take on responsibilities and exercise initiative through their involvement in class and school councils.

90. The PSE programme is integrated effectively across the curriculum. The community police officer and members of the care services make an important contribution in this context. There is good use of circle-time sessions to enable pupils to share and discuss relevant issues. There is good attention to health promotion and the school is working towards Stage 4 of the health promoting schools programme. The school has also received the bronze award for Welsh food hygiene. As part of the provision, appropriate attention is given to raising pupils’ awareness of the dangers of substance misuse.

91. The quality of the school’s links with the local community is good and there are particularly close links with the cathedral. The school participates in local events, including a variety of festivals. It is also involved with the local ‘Menter Iaith’ project to promote the use of Welsh, as well as a local history project.

92. The school makes a good contribution to education for sustainable development. Pupils are developing a good understanding of conservation issues through recycling, composting and gardening projects in the school. The whole school community demonstrates a commitment to sustainability, and there are good links with local conservation initiatives to improve the local environment.

93. The school implements an appropriate policy to develop pupils’ key communication, number and ICT skills across the curriculum. However, there is insufficient rigour in the planning and monitoring for their progressive development across the school. The development of pupils’ higher-level reading skills, for example, does not include sufficient opportunities for independent research and investigation. Although there is good use of volunteers from the community to listen to pupils read, group-reading strategies are under-utilised. Planning for the promotion of creative skills is also inconsistent.

94. There is insufficient whole-school planning to promote pupils’ bilingual competence across the school. Staff and pupils demonstrate positive attitudes towards the Welsh language and Welsh terms and vocabulary also feature in a few displays around the school. The school, however, acknowledges the need to develop further the use of incidental Welsh across the subject areas and in more informal situations. The culture and heritage of Wales feature appropriately across the curriculum and in the general life of the school.

95. Good features outweigh shortcomings in the school’s partnerships with parents, the community, other schools and institutions. The school works effectively with other primary schools in its cluster group, and the quality of the pastoral, administrative and curriculum arrangements with the receiving secondary school is good. The school works in close partnership with an initial teacher training
college. It also provides placements for students in further education. These partnerships impact well on pupils’ learning.

96. Parents and friends give freely of their time by fundraising through the ‘Friends Association’ and supporting school activities. A constructive home-school agreement is in place and has been completed by most parents. The school has established a successful breakfast club and an after-school club.

97. Most parents express satisfaction with the aims and values that the school promotes. The school sends out frequent information about school activities, and a newsletter is published every term. Parents are invited to a formal meeting once a year to discuss their children’s needs and progress. However, in the questionnaires returned to the inspection team almost a half of the respondents indicated that they were not kept well enough informed about their children’s achievements or given a clear understanding of what is being taught. In the parents’ meeting with the inspectors, attended by a few parents, and in the returned questionnaires, parents indicated a wish for more personal communication between parents and the school.

98. There is appropriate use of visits and visitors from the community to raise pupils’ awareness of the world of work but there is insufficient planning to develop this aspect further. Pupils have been involved in preparing products to sell in school fetes, but the planning to promote pupils’ entrepreneurial skills is also insufficiently developed. These are areas that the school has appropriately identified for development.

99. The school provides appropriate opportunities for laying the foundations for lifelong learning and community regeneration. Examples include the attention to sustainable development, health education and the focus on the importance of community links. All these aspects are well reflected in its life and work.

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

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

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

101. The quality of care, support and guidance is good. The school is a happy and caring community where all staff support and guide pupils well. Every pupil has full access to the school’s PSE programme and in circle-time sessions pupils are offered regular opportunities to discuss specific problems or concerns.

102. Procedures for induction and transition are good. There are good arrangements to help the youngest children to settle into school and to feel safe and secure. There are effective arrangements to support pupils, including those with ALN, to transfer smoothly to the secondary school.

103. The school’s provision for the healthy development and well-being of all pupils is good. The school successfully encourages and enables pupils to be healthy, promoting regular exercise and a healthy diet. The school is involved in the ‘healthy schools’ initiative’ and its key principles are embedded in school routines. Water is available and fresh fruit and vegetables are included in school lunches. Pupils regularly take part in many sporting and physical activities that
contribute well to their health and well-being. The school is involved with 'Dragon Sports' and a few parents have been trained to help deliver the programme.

104. Health and safety policies are implemented and in most instances appropriate procedures are followed. During the inspection, a few health and safety issues were identified by the inspection team and brought to the attention of the headteacher and the governing body. Fire drills are regularly carried out, and documented. There are appropriate arrangements for sex education and for recording of accidents. First-aid qualifications and resources are regularly updated.

105. The school works in partnership with parents, carers and employers, and takes account of their views. It readily seeks help and guidance from external agencies when needed. Parents feel confident to approach class teachers to discuss issues concerning their children but in a significant number of the questionnaires returned to the inspectors, parents indicated that they would like to see better communication between the home and school.

106. The school has appropriate measures in place to eliminate oppressive behaviour, including racial discrimination, bullying and all forms of harassment. In best practice, positive behaviour management is used effectively to reinforce good behaviour.

107. The school implements a clear policy for child protection in line with local and all-Wales procedures, which identifies appropriate arrangements. There are nominated staff members and a designated governor to oversee this important area. All staff and governors receive training in child protection matters, and are well aware of protocols to follow.

108. The school monitors pupils' punctuality and attendance well. Registration periods are administered appropriately and correctly, with attendance, absence and punctuality being monitored closely.

109. The provision for pupils with ALN is good and fulfils the requirements of the Code of Practice. There are effective systems for identifying and diagnosing ALN at an early stage. Individual education plans (IEPs) are prepared by the ALN co-ordinator, class teacher, and the learning support assistants (LSAs). The plans include appropriate targets to be achieved, and detail the small steps that pupils need to master. The plans are reviewed and modified termly. Records indicate that pupils make good progress relative to their age and stage of development.

110. Effective assessment and recording procedures enable pupils with ALN to be tracked, monitored and supported throughout the school. The designated governor for ALN works closely with the school and has a good understanding of the provision. The school works well with parents and external bodies in order to review the progress made by pupils, and in achieving identified needs.

111. Pupils with ALN have full access to the curriculum and are fully integrated into the work and activities of the school. Effective, additional support is also provided by outside agencies to address specific speech and language difficulties.

112. Pupils requiring additional support in English and mathematics are withdrawn according to their needs to work with the ALN learning support assistants. This work focuses well on targets identified in their IEPs or reinforces concepts.
presented in the mainstream class. There is effective use of a range of teaching and learning strategies, and of resources of good quality, to support these pupils.

113. The pupils looked after by the local authority are well-supported. Beneficial and supportive liaison exists with specialist services.

114. In mainstream classes, pupils with ALN receive good support from their teachers and classroom assistants, who are well-informed about their particular targets. In the best practice, the more able pupils are challenged in lessons through suitable tasks and extension activities. Overall, lesson planning does not ensure that strategies are deployed consistently to match tasks appropriately to pupils’ learning needs.

115. This is an inclusive school which actively promotes equal opportunities and celebrates diversity. It takes appropriate account of the statutory framework for inclusive education. The staff take good account of pupils’ social, educational, ethnic and linguistic backgrounds. All lessons and activities are available to all pupils.

116. Pupils are taught to value and respect diversity. It has a racial awareness policy and action plan and its main features are evident in the day-to-day life of the school. The planning in PSE and the curriculum reflects the diversity of the society in which the pupils live. Good race relations are also promoted through stories in collective worship delivered to all pupils.

117. The school council works effectively and operates according to current guidelines. The opportunity to serve as a member of the school council is appreciated by pupils and it promotes their understanding of citizenship. It also offers pupils good opportunities to contribute to the school’s decisions which affect them. Classroom councils have also been established to ensure that pupils’ needs are addressed. Training has been provided for the school council on issues such as their role and responsibilities, and developing appropriate language skills for committee work.

118. The school has an appropriate Disability Equality Scheme and action plan. It is regularly reviewed by the governing body and reported upon in the governors’ annual report to parents. There are suitable disabled facilities and access to all parts of the school.

**Leadership and management**

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

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

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

120. The school is led purposefully from day-to-day by an experienced headteacher. His leadership ensures that the school’s core aims and values are promoted successfully. These values are clearly reflected in the work of the school, where children of all abilities, whatever their age, gender or racial background are treated equally and given the same opportunities.
121. Teachers and support staff are fully aware of their responsibilities. Nevertheless, there is insufficient emphasis on developing a collegiate approach to implementing whole-school initiatives and improving practice further.

122. The school takes appropriate account of national priorities, new initiatives and local partnerships. The school operates in a sustainable way and is committed to operating as an eco-school. The principles of the Healthy Eating scheme are promoted effectively. The school has gained the Basic Skills' Agency Quality Mark and it is beginning to plan for the implementation of the revised NC.

123. The school collaborates effectively with a number of partners, including the family of primary and secondary schools on initiatives such as staff training, transition plans and curricular activities. The headteacher contributes extensively to the Local Education Authority’s (LEA) curriculum development initiatives in science.

124. There are suitable strategies in place for monitoring and improving the performance of staff. They include staff appraisals. The policy and procedures for performance management are implemented in line with national guidelines. The organisation of further professional training for members of staff is appropriately linked to personal targets and the school’s priorities. There is a strong commitment to ensuring that the professional development of staff continues.

125. There are good processes in place to set realistic targets for pupils at both key stages. The school is successful in meeting and in some cases exceeding its targets and goals. This is evident in the school’s NC performance indicators.

126. The school has appropriate systems for monitoring educational provision and they offer a clear picture of the general quality of provision. Curriculum leaders are aware of the need to develop the processes further by monitoring pupils’ standards of achievement more consistently. With good assistance from the LEA, an annual audit is made of the school’s needs in order to set appropriate targets for the SDP.

127. The governing body, which includes a number of new members, is very supportive and closely involved in the life of the school. Governors know their roles and effectively support the headteacher in setting the strategic direction of the school. The ‘development committee’, a sub-committee of the governing body, regularly reviews the targets identified in the SDP. Outcomes are reported back to the full committee.

128. Through discussions with staff and visits, individual governors have begun monitoring the quality of provision for pupils with ALN and in subjects such as science and mathematics. Members understand that they need to extend their monitoring role further to gain a clear picture of standards of achievement and the quality of the educational provision generally.

129. The governing body meets regularly and fulfils its regulatory and legal requirements. Due attention is given to statutory and other requirements in preparing whole-school policies. Nevertheless, there are minor omissions in the content of the governing body’s most recent annual report to parents. The school has appropriate arrangements to deal with complaints and appeals.
Report by Dorothy Morris  
Ysgol Bro Dewi V A School, 13/10/08

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

Grade 3: Good features outweigh shortcomings

130. The findings of the inspection team do not match the Grade 2 judgement made by the school in its self-evaluation report and a lower grade has been allocated. While many good features are identified, there are also shortcomings that need to be addressed.

131. A culture of self-evaluation has been established and the headteacher is well-informed about the school’s overall performance. There is a suitable policy and programme for evaluating provision and the headteacher and staff are focusing appropriately on establishing procedures which are more comprehensive, systematic and based on wider evidence. The process of self-evaluation has led to the establishment of a few initiatives which are bringing about improvements in aspects such as ICT. Overall, the role of senior management and subject co-ordinators in utilizing the outcomes of self-evaluation to introduce strategies to improve provision is insufficiently developed.

132. Good procedures have been established to involve all stakeholders in the process of self-evaluation. All staff are involved and governors have taken on a more prominent role through the establishment of the development committee. The school has begun to involve pupils in the process through their involvement in class and school councils. The views of a sample of pupils have been canvassed and parents have completed a questionnaire on aspects of school life.

133. The headteacher and curriculum leaders’ monitoring roles are well-established and they demonstrate a secure knowledge of the areas for which they are responsible. In line with the school’s monitoring policy, their evaluations record strengths and areas for development based on monitoring books, classroom observation and talking to colleagues. Their role in gathering information about teaching and learning through observing lessons is less well-developed.

134. Staff focus appropriately on pupils’ assessment results, including information from baseline tests in the early years and teachers’ assessments in key stages 1 and 2. There is effective use of the information collected to set school targets. Test and assessment results and targets are discussed with governors. Procedures to analyse the value added to each child from baseline to Y2 and from Y2 to Y6 are insufficiently developed. The governing body has a good knowledge of how school performance compares with that of similar schools both locally and nationally.

135. The self-evaluation report produced before the inspection focuses on the relevant sub sections of the key questions as well as each key question as a whole. Strengths, as well as areas for development, are noted. The report identifies a range of evidence, which was made available to the inspection team. Statements relating to gradings for many of the sub-sections of the key questions are, however, too descriptive and lack evaluative comments.

136. The inspection team agreed with the grades allocated to four of the seven key questions. A lower grade was awarded to key questions 3 and 6 as there are shortcomings within these questions that need to be addressed. A lower grade
was also awarded to key question 7, as there were insufficient outstanding features to justify a Grade 1.

137. The SDP for the current academic year contains a number of relevant targets. Details are provided on the specific actions to be taken, the costs and timescales involved, the success criteria and who is responsible. In addition, some longer-term priorities are noted. Funding is appropriately linked to the school's priorities. The link between the process of self-evaluation and forward planning is becoming more evident. The monitoring of the SDP and the evaluation of progress in meeting these targets, however, are not sufficiently rigorous.

138. Good features outweigh shortcomings in the progress made in addressing the key issues identified in the last inspection. Nevertheless, aspects relating to short-term planning, the key skills including bilingualism, the role of co-ordinators, and communication with parents, remain issues that require further attention.

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

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

139. The findings of the inspection team do not match the Grade 1 judgement made by the school in its self-evaluation report and a lower grade has been allocated. Outstanding features are acknowledged in relation to aspects of the accommodation but provision overall is judged to be good with no important shortcomings.

140. The school has a good complement of teaching staff to deliver the curriculum and, overall, they are well-deployed. Teachers have appropriate qualifications and a range of subject expertise.

141. The school invests well in enthusiastic and effective classroom support staff who work well with the teachers. All members of staff have job descriptions that give a clear outline of their responsibilities. A recently appointed deputy headteacher has not as yet taken up her post. All staff, governors and volunteers are Criminal Records Bureau’ checked.

142. The re-structuring of staff has focused specifically on the school's needs in a number of areas. Workforce remodelling has been implemented and there is an appropriate induction programme for a newly qualified teacher. Teachers are provided with planning, preparation and assessment (PPA) time in line with statutory requirements for reducing their workload. There is highly effective use of the skills of a higher-level teaching assistant (HLTA) across the school to cover for teachers' PPA time. These arrangements contribute well to the curriculum offered to pupils in subjects such as music.

143. The opportunities provided for the professional development of teachers and assistants are good. They attend a good range of training sessions and many take advantage of opportunities to develop their qualifications further. Volunteers and visitors to the school are used well to support the teachers.
144. The school secretary makes an important contribution to the smooth and efficient management of daily routines. The acting caretaker keeps the school clean and tidy for the pupils.

145. The accommodation, which includes a large hall and five new classrooms, offers very good facilities. There is a designated area for the under-fives and a large playing field and social play areas. The school is well adapted for disabled access. There are a few shortcomings, however, in relation to the internal and outside area. The inspection team discussed these fully with the headteacher and members of the governing body.

146. Overall, there is effective use of the site and buildings. There is good use of the hall for daily worship and physical education. The interactive white boards are used well for teaching and learning. Library provision and general storage, however, are more limited. Displays contribute appropriately to the learning environment but examples of pupils' work are more limited. The school has appropriately identified aspects of the outdoor area, including the early years' play area, for further development.

147. Curriculum leaders conduct annual reviews to ensure that there are sufficient and suitable resources in the areas for which they are responsible. There is a good range of resources to support the curriculum. They are appropriate for different needs and the age-range and used effectively overall in supporting pupils' learning.

148. The school's budget is well-managed and good use is made of grants from various sources. The school's current spending decisions are appropriately linked to plans for development and governors review expenditure regularly. The school has addressed the recommendations made during a recent audit by the LEA. The school provides value for money.

School's response to the inspection

The governors and staff welcome the many positive features of the report and have taken note of the recommendations for the further development of the school. The staff and governors will work together to implement the issues identified as needing improvement so as to further strengthen the provision for the pupils of Ysgol Bro Dewi.
Appendix 1

Basic information about the school

<table>
<thead>
<tr>
<th>Name of school</th>
<th>Ysgol Bro Dewi V.A. School</th>
</tr>
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<tbody>
<tr>
<td>School type</td>
<td>Nursery and Primary</td>
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<tr>
<td>Age-range of pupils</td>
<td>3-11</td>
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<tr>
<td>Address of school</td>
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</tr>
<tr>
<td></td>
<td>St Davids</td>
</tr>
<tr>
<td></td>
<td>Pembrokeshire</td>
</tr>
<tr>
<td>Postcode</td>
<td>SA62 6NU</td>
</tr>
<tr>
<td>Telephone number</td>
<td>01437720565</td>
</tr>
<tr>
<td>Headteacher</td>
<td>Mr J R Griffiths</td>
</tr>
<tr>
<td>Date of appointment</td>
<td>September 1991</td>
</tr>
<tr>
<td>Chair of governors</td>
<td>Mrs L Jenkins</td>
</tr>
<tr>
<td>Registered inspector</td>
<td>Miss D Morris</td>
</tr>
<tr>
<td>Dates of inspection</td>
<td>13-14 October, 2008</td>
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Appendix 2

School data and indicators

<table>
<thead>
<tr>
<th>Year group</th>
<th>N (fte)</th>
<th>R</th>
<th>Y1</th>
<th>Y2</th>
<th>Y3</th>
<th>Y4</th>
<th>Y5</th>
<th>Y6</th>
<th>Total</th>
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<tbody>
<tr>
<td>Total</td>
<td>7.5</td>
<td>16</td>
<td>16</td>
<td>13</td>
<td>17</td>
<td>8</td>
<td>17</td>
<td>27</td>
<td>121.5</td>
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<table>
<thead>
<tr>
<th>Full-time</th>
<th>Part-time</th>
<th>Full-time equivalent (fte)</th>
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<tbody>
<tr>
<td>Number of teachers</td>
<td>5</td>
<td>2</td>
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</tbody>
</table>

Staffing information

- Pupil: teacher (fte) ratio (excluding nursery and special classes): 22.8:1
- Pupil: adult (fte) ratio in nursery classes: 8:1
- Pupil: adult (fte) ratio in special classes: -
- Average class size, excluding nursery and special classes: 24
- Teacher (fte): class ratio: 0.75:1

Percentage attendance for three complete terms prior to inspection

<table>
<thead>
<tr>
<th>Term</th>
<th>N</th>
<th>R</th>
<th>Rest of school</th>
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<tbody>
<tr>
<td>Autumn 2007</td>
<td>90</td>
<td>94</td>
<td>93.5</td>
</tr>
<tr>
<td>Spring 2008</td>
<td>94</td>
<td>93</td>
<td>93.4</td>
</tr>
<tr>
<td>Summer 2008</td>
<td>95</td>
<td>90</td>
<td>91.1</td>
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</table>

- Percentage of pupils entitled to free school meals: 10%
- Number of pupils excluded during 12 months prior to inspection: 0
Appendix 3

National Curriculum Assessment Results
End of key stage 1:

<table>
<thead>
<tr>
<th>National Curriculum Assessment KS1 Results 2008</th>
<th>Number of pupils in Y2: 18</th>
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<tbody>
<tr>
<td>Percentage of pupils at each level</td>
<td>D</td>
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<tr>
<td>English Teacher assessment</td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>0</td>
</tr>
<tr>
<td>National</td>
<td>0</td>
</tr>
<tr>
<td>Mathematics Teacher assessment</td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>0</td>
</tr>
<tr>
<td>National</td>
<td>0</td>
</tr>
<tr>
<td>Science Teacher assessment</td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>0</td>
</tr>
<tr>
<td>National</td>
<td>0</td>
</tr>
</tbody>
</table>

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

In the school | 94% |
In Wales      | 81% |

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

National Curriculum Assessment Results
End of key stage 2:

<table>
<thead>
<tr>
<th>National Curriculum Assessment KS2 Results 2008</th>
<th>Number of pupils in Y6 21</th>
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<tbody>
<tr>
<td>Percentage of pupils at each level</td>
<td>D</td>
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<tr>
<td>English Teacher assessment</td>
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<tr>
<td>School</td>
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<tr>
<td>National</td>
<td>0</td>
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<tr>
<td>Mathematics Teacher assessment</td>
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<tr>
<td>School</td>
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<tr>
<td>National</td>
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<td>Science Teacher assessment</td>
<td></td>
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<tr>
<td>School</td>
<td>0</td>
</tr>
<tr>
<td>National</td>
<td>0</td>
</tr>
</tbody>
</table>

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language) by teacher assessment

In the school | 76% |
In Wales      | 75% |

D  Pupils who are excepted under statutory arrangements from part or all of the National Curriculum
A  Pupils who have failed to register a level because of absence
F  Pupils who have failed to register a level for reasons other than absence
W  Pupils who are working towards level 1
Appendix 4

Evidence base of the inspection

Five inspectors, including the school's nominee and a peer assessor, spent the equivalent of five inspection days at the school and met as a team prior to the inspection.

These inspectors visited:

- 15 lessons, as well as parts of learning sessions; and
- registration sessions, assemblies and acts of collective worship.

Members of the inspection team held meetings with:

- staff, governors and parents before the inspection;
- senior managers, teachers and support and administrative staff;
- the school council; and
- representatives of organisations linked with the school.

The team also considered:

- the school's self-evaluation report;
- 39 responses to the parents' questionnaire;
- documents provided by the school both before and during the inspection;
- a wide range of pupils' previous and current work; and
- samples of pupils' reports.

Following the inspection, the team held meetings with the headteacher, staff and governors.
Appendix 5

Composition and responsibilities of the inspection team

<table>
<thead>
<tr>
<th>Team member</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Miss Dorothy Morris</td>
<td>Context, Summary, Recommendations, Appendices</td>
</tr>
<tr>
<td>Registered Inspector</td>
<td>Key Questions 1, 2a, 4 and 5</td>
</tr>
<tr>
<td>Mr Brinley Jones</td>
<td>Key Questions 2b, 3, 6 and 7</td>
</tr>
<tr>
<td>Team Inspector</td>
<td></td>
</tr>
<tr>
<td>Mrs Deris Williams</td>
<td>Contributions to key questions 1, 2, 3, 4 and 7</td>
</tr>
<tr>
<td>Lay Inspector</td>
<td></td>
</tr>
<tr>
<td>Mrs Jane Wareham</td>
<td>Conducted lesson observations, scrutinized pupils’ work and contributed to team meetings</td>
</tr>
<tr>
<td>Peer assessor</td>
<td></td>
</tr>
<tr>
<td>Mr Raymond Griffiths</td>
<td>Attended meetings and provided information</td>
</tr>
<tr>
<td>Headteacher/Nominee</td>
<td></td>
</tr>
</tbody>
</table>

Acknowledgement

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

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