

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

A Report on the Quality of Education in

**Cosheston Voluntary Controlled Primary School
Point Lane
Cosheston
Pembroke Dock
Pembrokeshire
SA72 4UN**

School Number: 6683036

Date of Inspection: 01/03/10

by

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Introduction

Cosheston V.C.P. 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 Cosheston V.C.P. School took place between 01/03/10 and 03/03/10. An independent team of inspectors, led by Jeffrey Harries, undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

Nearly all	with very few exceptions
Most	90% or more
Many	70% or more
A majority	over 60%
Half/around half	close to 50%
A minority	below 40%
Few	below 20%
Very few	less than 10%

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

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

There are three types of inspection.

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

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

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

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

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

This school received a **standard** inspection.

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

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Context

The nature of the provider

- 1 The school is situated in the village of Cosheston, which is about three miles north east of Pembroke. It serves those who live in the village and the surrounding rural community. Around 25% of learners, whose parents have expressed a preference for the school, come from outside the catchment area. The school is placed in category "C" of the Local Authority's (LA) language policy. All learners come from homes where English is the predominant language spoken at home. The school considers the area from which the pupils are drawn is relatively prosperous with around 80% of the intake generally advantaged and the remainder neither advantaged nor disadvantaged, and with the full range of ability.
- 2 The school is a Church in Wales Voluntary Controlled Primary School which has, over the years, maintained its links with the parish church. Foundation Phase and key stage1(KS1) learners are taught in the original school building built in the 1859 and there is an updated mobile classroom where the KS2 learners are taught. The life of the school is underpinned by Christian values which respect education as the pursuit of truth and with each individual given equal status. The local vicar and minister lead collective worship on a weekly basis and are very involved in the life of the school.
- 3 Education is provided for learners between the ages of 3 -11, with 55(FTE) learners on roll, including six part-time nursery children. This total is an increase of 10 since the last inspection. They are taught in three mixed age classes. Nearly all learners are of white ethnicity. The vast majority of learners have received pre-school education. Around seven per cent of the learners are entitled to free school meals, a figure significantly lower than the Pembrokeshire (15.1%) and all Wales (17.5%) averages.
- 4 At present, there are 13 learners (22%) on the Special Educational Needs (SEN) register with one carrying a statement of SEN, a figure similar to local and national averages The school attained the Basic Skills Quality Mark Award in 2001, 2004, 2007 and 2010 and the BECTA information and communications technology (ICT) Quality Mark in 2007.

The school's priorities and targets

- 5 In its Mission Statement, the school recognises the dignity and values of the individual within a Christian community. All members of the community are encouraged to develop their potential in terms of knowledge and understanding, which include spiritual, moral, social and cultural awareness.
- 6 The focus for the present academic year is to:
 - continue to develop the Foundation Phase including the outdoor environment;
 - further develop schemes of work and planning to reflect the phasing in of the Foundation Phase and the KS2 skills based curriculum;
 - further develop opportunities for learners to self, peer and group assess progress;

- continue to develop bilingualism;
- continue to achieve accreditation from outside agencies; and
- improve the school environment further.

Summary

- 7 Cosheston Voluntary Controlled Primary School is a good school with many outstanding features. It is managed by a very supportive governing body (GB). The headteacher and staff work conscientiously to ensure the school's clear values. Learners' standards of achievement, the quality of teaching, the learning experiences provided for learners and the quality of leadership are strengths of the school.

Table of grades awarded

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

- 8 The inspection team agreed with the school's judgements in five of the seven key questions with the two other key questions being awarded a higher grade.

Standards

- 9 At the end of key stage 1(KS1) in 2009, learners' standards of attainment according to teacher assessment in the core subjects of the National Curriculum(NC) were well above national and county averages in English, mathematics and science. The percentage of those attaining to the higher Level 3 was well above national and county averages in English and similar in mathematics and science. In comparison with similar schools in Wales, the school's performance was in the top 25% of performing schools. It was well above average in comparison with the newly designated family of schools. In the four previous years school performance fluctuated from the upper to third quartile dependent on the small number of learners being assessed. In 2009, there was no significant variation between the performance of girls and boys.

- 10 At the end of KS2 in 2009, learners' standards of attainment according to teacher assessment in the core subjects of the NC were significantly higher than local and national averages in English, mathematics and science. The percentage of those attaining to higher Level 5 was below national and county averages in all three subjects. When compared with similar schools in Wales, the school's performance was in the top 25% of performing schools. It was first in comparison with the newly designated family of schools. In the four previous years school performance fluctuated from the upper to third quartile dependent on the small number of learners being assessed. In 2009, there was no significant variation between the performance of girls and boys.

Grades for standards in subjects inspected

- 11 Learners' standards of achievement in the areas of learning and subjects inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
55%	45%	0%	0%	0%

- 12 These percentage figures are well above the national average for primary schools in Wales of 85% Grade 2 or better, of which 12% is Grade 1, as published in Her Majesty's Chief Inspector's (HMCI) report for 2008-2009.
- 13 Overall, the educational provision for the under-fives is appropriate to their needs and children make good progress towards the Foundation Phase outcomes.
- 14 Nearly all learners with SEN make good progress and they achieve the targets set for them.
- 15 In KS1 and KS2 standards of achievement in the subjects inspected are as follows:

Subject	Key Stage 1	Key Stage 2
Science	Grade 1	Grade 1
Welsh second language	Grade 1	Grade 1
Information and communications technology	Grade 1	Grade 1
History	Grade 1	Grade 1
Art and design	Grade 1	Grade 1
Physical education	Grade 2	Grade 2

- 16 Children's key skills develop well in the early years. They make very good progress in listening and speaking and make good use of their early skills in reading, writing, numeracy and ICT to promote learning. Their personal and social skills develop very well.

- 17 In KS1 standards and progress in the key skills of speaking and listening are very good, writing and use of numeracy across the curriculum are good. Their use of ICT and creative skills are good with outstanding features. Their progress in bilingual and problem solving skills are good.
- 18 In KS2 learners' speaking, listening and reading skills are good with outstanding features. Numeracy skills are well utilised across a range of subjects. Their use of ICT across a wide range of subjects is good with outstanding features. Their bilingual and problem-solving skills are good. Learners' thinking skills are very well developed.
- 19 Learners succeed regardless of their social, ethnic or linguistic background; this is an outstanding feature. Learners make very good progress towards fulfilling their potential and moving forward to the next stage of learning.
- 20 Learners' behaviour and their attitudes towards learning are outstanding features of the school. The school is a warm, welcoming, Christian community where learners are valued and nurtured.
- 21 Good features outweigh some shortcomings in rates of attendance achieved by the school. Attendance rates for the past three terms average 92.9%. These rates are below national rates of attendance for learners of primary school age (93.2%) and below rates of attendance for schools that have a similar number of learners entitled to receive free school meals (94.6%). Nearly all learners are punctual and keen to attend school.
- 22 Learners' personal, social, moral and wider development is good with outstanding features. Learners demonstrate a very secure set of moral values, which provides them with a clear understanding of how they can contribute to their school, their community and to the wider world.

The quality of education and training

- 23 In the lessons observed, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
43%	48%	9%	0%	0%

- 24 The quality of teaching is well above the national average for primary schools in Wales reported by Her Majesty's Chief Inspector's(HMCI) Report for 2008/09 when 85% of lessons were reported to be Grade 2 or better, of which 17% is Grade 1.
- 25 Throughout the school, teachers and their assistants plan a very good range of challenging activities. Relationships between teachers and learners are very positive. As a result, young children begin school confidently and older learners make very good progress.
- 26 The main features that characterise the Grade 1 teaching are that activities are very closely matched to the needs of all learners and opportunities are planned for learners to initiate their own learning. Lessons are purposeful, lively and

interesting, subject specialism is well utilised and teachers create a sense of excitement and awe and wonder in learning.

- 27 The main features that characterise the Grade 2 teaching are that teachers use a variety of teaching strategies to meet the needs of all learners and engage their interest, and lessons include a good mix of oral, practical, individual, paired and group tasks.
- 28 In the very few lessons graded 3, shortcomings include repetitious activities that do not enable learners to make progress and overlong introductions.
- 29 The quality of assessment, recording and reporting is good with outstanding features. Assessment procedures are systematic, relevant and useful. Teachers use this information to record what learners already know and what they need to learn next; this is an outstanding feature. The school analyses results of formalised tests very carefully and uses this data very successfully to track learners' progress over time.
- 30 Older KS2 learners have a very good understanding of the purpose of assessment and they take an active part in planning their own progress and setting targets. Learners' work is regularly marked and they are frequently involved in this process themselves. Learners use skills ladders in different subjects to discuss with their friends or their teacher whether they have successfully met the criteria for a particular level.
- 31 Annual reports to parents comply with statutory requirements; they provide clear information on what learners know and understand and set targets for improvement. Parents are given suitable opportunity to respond.
- 32 Curriculum provision fully meets the statutory requirements of the NC and the agreed syllabus for religious education. The overall quality of the educational provision for the under-fives is appropriate to their needs and children make good progress towards the Foundation Phase Outcomes.
- 33 The broad and balanced curriculum in both key stages offers learners an interesting range of experiences that allow them to systematically build on what they already know. There are well-focussed policies and schemes of work for all subjects.
- 34 The curriculum is suitably matched for learners' stage of learning, appropriately adapted for learners with SEN and the needs of more able and talented learners. The school meets the challenge of mixed age classes extremely well, particularly in KS2.
- 35 The curriculum enables learners to develop their basic and key skills very successfully in order to make the most of their learning opportunities. Whole-school planning for the systematic teaching of key skills is an outstanding feature.
- 36 The school provides a wealth of enrichment to the taught curriculum through the very effective use of visits and visitors. There are suitable opportunities for

learners to engage in after school clubs that are available to all, though these are not always consistently offered throughout the years. Homework is appropriately targeted and builds on learners' experiences in school.

- 37 Collective worship, which fully meets statutory requirements, contributes very effectively to learners' spiritual, moral, social and cultural development. Learners develop a strong sense of spirituality and develop an outstanding perception of morality. As a result, learners treat one another with the utmost consideration and respect.
- 38 The school promotes learners' social development exceptionally well. However, development of a more strategic approach to the planning and assessment of the personal social education (PSE) programme is at an early stage of development.
- 39 Learners develop a very good understanding of Y Cwricwlwm Cymreig and the school promotes bilingualism well. The school offers learners suitable opportunities to learn respect for other beliefs and traditions.
- 40 The school's partnerships with parents, the local community, other schools and higher education institutions are highly successful. Parents are very supportive and proud of the school and overall are very pleased with the standard of education their children receive. A constructive home/school agreement is in place which had readily been accepted by most parents.
- 41 The school enjoys highly successful partnerships with the local community and with the parish. The clergy and parishioners hold the school in high regard and appreciate the contribution that staff and learners make to the life and worship of the church community. The school and its various activities are very well supported and valued by the local community.
- 42 The school's policies and procedures to promote equal opportunities and to tackle social disadvantage and stereotyping are outstanding.
- 43 The school's provision for education sustainable development and global citizenship (ESDGC) is good.
- 44 The school makes good provision for the development of learners' entrepreneurial skills and is fully committed to the national priorities for lifelong learning and community regeneration.
- 45 The school's provision for the care, support and guidance of its learners is good with outstanding features. The school plans and manages care arrangements and support services exceptionally well.
- 46 Learners have regular opportunities to voice their views and opinions and do so with confidence through the school council. Members are good ambassadors for their school community.

- 47 Learners state they are very happy in school. They are confident that all their needs are met and their rights respected. They also state they feel able to share any concerns they may have with adults in the school.
- 48 The well-being of learners is good with outstanding features. As part of the *Welsh Network of Healthy Schools*, the school is successful in promoting a healthy diet and lifestyle. The school's policy and procedures to deal with child protection issues are clearly understood by all staff and training is regularly updated.
- 49 The learning needs of learners with SEN are identified early and addressed very effectively. School procedures fully comply with the SEN Code of Practice. Individual education plans (IEPs) are written and reviewed regularly. The additional support learners receive is an outstanding feature.

Leadership and management

- 50 The quality of the headteacher's leadership is very good. She has a vision for further improving and developing the school. She is ably supported by the teachers and the support staff. The school's ethos supports a very good quality of life which is reflected in the confidence, trust and co-operation between staff, learners, governors, parents and the wider society; this is an outstanding feature.
- 51 Analysis of performance data is undertaken effectively. Benchmarking information is used to compare the school's performance with that of other schools. Whole-school quantitative targets are set in both key stages which are challenging and realistic.
- 52 In judging success and evaluating its performance, the school uses a good range of strategies. Staff undertake sampling of work each half term, and evaluate their areas of responsibility, visit classes, monitor lessons and make an annual audit of the provision. They share evaluation results and act on them.
- 53 The school manages and improves the performance of individual staff very well.
- 54 The GB undertakes its duties conscientiously; members have a very good awareness of their responsibilities and they are very supportive of the school. They meet regularly and, through the headteacher's reports, they have comprehensive information about the life and work of the school.
- 55 The role of the GB in monitoring the quality of provision is good. They undertake regular visits to the school and take on responsibility for subjects.
- 56 The GB fulfils legal and regulatory requirements appropriately, however, there is a small omission in the school prospectus. Members have a very good overview of the budget and spending decisions are closely linked to priorities noted in the SDP.
- 57 The headteacher, governors and staff are fully committed to maintaining standards of achievement. The whole staff are involved in the self-evaluation process, with parents and learners' points of view considered by means of regular meetings; this is an outstanding feature.

- 58 The role of curriculum leaders with regard to monitoring and evaluating work is particularly effective. They have a very good overview of the education and resources provided. Their plans for improvement are acted upon through the school development plan (SDP).
- 59 The SDP is a detailed document which shows the school's priorities clearly, with time limits, success criteria and agreed costs indicated. There is a detailed outline of matters which are to receive attention in the short term, however longer term planning is less evident.
- 60 The self-evaluation report, produced by the school before the inspection, is comprehensive. It indicates strengths and matters for improvement and it is supported by a wide range of documentary evidence.
- 61 Overall, the school has made very good progress since the last inspection with regard to addressing the key issues indicated. Presentation of learners' work and handwriting skills have improved. It has maintained learners' standards of achievement in all subjects and further raised standards in science, ICT, art and design and history in key stage 1 and Welsh second language and art in key stage 2. This is an outstanding feature.
- 62 The school has a very good supply of teaching staff. They have appropriate qualifications and planning for the delegation of responsibilities is good. The school makes very good use of teachers' specialism and peripatetic teachers in Welsh and music; this is an outstanding feature.
- 63 The school has invested in good provision of classroom support staff who are enthusiastic and work very well with the teachers. They give very good support to small groups of learners in the classes as well as supporting individuals and learners with SEN.
- 64 Both the main building and mobile classroom are in good condition and are regularly kept clean and tidy. The school is functioning towards the top end of its capacity. The hard surfaced and grassed play areas together with the school garden provide stimulating areas for learners to play. Very good use is made of the classroom walls to display learners' work.
- 65 Overall, there is a good range of appropriate resources for the Foundation Phase and both key stages. There is a good supply of computers and interactive whiteboards which are very well utilised throughout the day. The use of an extensive range of resources, planned and purchased by the school council, makes playtimes a very enjoyable experience for all.
- 66 Spending decisions are very well linked to priorities in the school's plans with value for money at the forefront.
- 67 The school operates very effectively from day-to-day. The part-time administrative officer fulfils her duties effectively and efficiently.
- 68 Overall, the school provides very good value for money.

Recommendations

The school needs to:

- R1 maintain learners' high standards of achievement throughout the school;
- R2 raise attendance levels; and
- R3 develop a more strategic approach to the planning and assessment of the PSE programme.

The school is addressing the first recommendation in its 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 1: Good with outstanding features

- 69 The findings of the inspection team match the judgement made by the school in its self evaluation report
- 70 At the end of KS1 in 2009, learners' standards of attainment according to teacher assessment in the core subjects of the NC were well above national and county averages in English, mathematics and science. The percentage of those attaining to the higher Level 3 was well above national and county averages in English and similar in mathematics and science. In comparison with similar schools in Wales, the school's performance was in the top 25% of performing schools. It was well above average in comparison with the newly designated family of schools. In the four previous years school performance fluctuated from the upper to third quartile dependent on the small number of learners being assessed. In 2009, there was no significant variation between the performance of girls and boys.
- 71 At the end of KS2 in 2009, learners' standards of attainment according to teacher assessment in the core subjects of the NC were significantly higher than local and national averages in English, mathematics and science. The percentage of those attaining to higher Level 5 was below national and county averages in all three subjects. When compared with similar schools in Wales, the school's performance was in the top 25% of performing schools. It was first in comparison with the newly designated family of schools. In the four previous years school performance fluctuated from the upper to third quartile dependent

on the small number of learners being assessed. In 2009, there was no significant variation between the performance of girls and boys.

- 72 Overall, the standards of achievement in the areas of learning and subjects inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
55%	45%	0%	0%	0%

- 73 These percentage figures are well above the national average for primary schools in Wales of 85% Grade 2 or better, of which 12% is Grade 1, as published in Her Majesty's Chief Inspector's (HMCI) report for 2008-2009.
- 74 Overall, the educational provision for the under-fives is appropriate to their needs and children make good progress towards the Foundation Phase outcomes.
- 75 Nearly all learners with SEN make good progress and they achieve the targets set for them.
- 76 In KS1 and KS2 standards of achievement in the subjects inspected are as follows:

Subject	Key Stage 1	Key Stage 2
Science	Grade 1	Grade 1
Welsh second language	Grade 1	Grade 1
Information and communications technology	Grade 1	Grade 1
History	Grade 1	Grade 1
Art and design	Grade 1	Grade 1
Physical education	Grade 2	Grade 2

- 77 Children's key skills develop well in the early years. From an early age they make very good progress in listening and speaking and make good use of their early skills in reading, writing, numeracy and ICT to promote learning. Their personal and social skills develop very well; they form close relationships with other children and with adults.
- 78 In KS1 standards and progress of learners in the key skills of speaking and listening are very good; their reading, writing and use of numeracy across the curriculum is good. Their use of ICT and creative skills are good with outstanding features. They use information sources effectively and their problem-solving skills are good.
- 79 In KS2 learners build on the skills developed in KS1. Their speaking, listening and reading skills are good with outstanding features. Numeracy skills are well utilised across a range of subjects, especially in science. Their use of ICT

across a wide range of subjects is good with outstanding features. Learners use ICT tools very effectively to obtain, process and present information and communicate ideas. Creative skills are very well developed particularly in art and design. Their bilingual and problem solving skills are good. Learners' thinking skills are very well developed.

- 80 Learners succeed regardless of their social, ethnic or linguistic background; this is an outstanding feature. Learners make very good progress towards fulfilling their potential and moving forward to the next stage of learning. KS2 learners have a very good understanding of the main factors which decide the standards they achieve. They have very good understanding of their strengths and weaknesses and set their own targets in literacy and numeracy to address their shortcomings.
- 81 Learners' behaviour and their attitudes towards learning are outstanding features of the school. The school is a warm, welcoming, Christian community where learners are valued and nurtured.
- 82 In lessons and around the school, learners demonstrate respect, care and concern for each other, for adults and for their environment. They are proud of their school and take pleasure in sharing their achievements with visitors. Learners are developing into responsible and mature individuals who demonstrate a high degree of self-discipline relative to their young age.
- 83 Learners are well-motivated, enthusiastic and enjoy their learning. They listen attentively to their teachers, engage readily in discussion, co-operate well with adults and their peers and settle quickly to their tasks.
- 84 Good features outweigh some shortcomings in rates of attendance achieved by the school. Attendance rates for the past three terms average 92.9%. These rates are below national rates of attendance for learners of primary school age (93.2%) and below rates of attendance for schools that have a similar number of learners entitled to receive free school meals (94.6%). Registration conforms to statutory requirements.
- 85 A few learners are absent because of recurring health issues and staff support them well when they return to school after a period of absence. Holidays taken in term time also decrease overall rates of attendance for the school. Nearly all learners are punctual and keen to attend school and they settle quickly into their daily routines.
- 86 Older learners in particular, are developing the capacity to work independently and acquire the skills to take more responsibility for their own learning. Learners of all ages work very well together. They organise group activities fairly, share responsibilities and ensure everyone contributes. The mutual help and support they offer to each other through work and play are notable features of the school.
- 87 Learners' personal, social, moral and wider development is good with outstanding features. The school's aims, based on care and respect for others underpins this development and permeates the life and work of the school.

Learners demonstrate a very secure set of moral values, which provides them with a clear understanding of how they can contribute to their school, their community and to the wider world.

- 88 Learners demonstrate honesty, fairness and tolerance in their work and play and have an excellent understanding of equal opportunities issues and a genuine respect for diversity within society.
- 89 The school is successful in preparing learners for effective participation in the work place and the community. Staff, governors and learners are highly committed to the local community and the school supports many community initiatives. Very good use is made of the locality as a learning resource, and educational visits enhance learning across many curricular areas.

The quality of education and training

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

Grade 1: Good with outstanding features

90 The findings of the inspection team do not match the judgement of Grade 2 made by the school in its self evaluation report as outstanding features were identified in the quality of teaching.

91 The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
43%	48%	9%	0%	0%

92 The quality of teaching is well above the national average for primary schools in Wales reported by HMCI for 2008/09 when 85% of lessons were reported to be Grade 2 or better, of which 17% is Grade 1.

93 Throughout the school, teachers and their assistants plan a very good range of challenging activities that successfully meet learners' differing needs. Relationships between teachers and learners are very positive and, as a result, they work with confidence knowing that their efforts are warmly appreciated. In many lessons, learners receive an unusually high level of individual attention that helps them to make very good progress. As a result young children begin school confidently and older learners make very good progress.

94 The outstanding features that characterise the Grade 1 teaching are:

- activities are very closely matched to the needs of all learners including those with SEN or of higher ability;
- planned opportunities for learners of all ages to initiate their own learning;
- purposeful, lively and interesting lessons;
- teachers' subject specialism;
- clear explanations and instructions and skilful questioning;
- creating a sense of excitement and awe and wonder in learning;

- exceptional and stimulating use of resources;
 - involvement of learners in evaluating their own work and that of their peers; and
 - the promotion of learners' key skills.
- 95 The good features that characterise the Grade 2 teaching are:
- teachers creating a secure environment where learners are not afraid to make mistakes;
 - adult interaction with young children in role-play;
 - planning for the development of learners' understanding of the Cwricwlwm Cymreig;
 - setting time limits for tasks to ensure that work progresses at a good pace;
 - teachers use a variety of teaching strategies to meet the needs of all learners and engage their interest; and
 - lessons include a good mix of oral, practical, individual, paired and group tasks.
- 96 In the very few lessons graded 3, shortcomings include;
- repetitious and consolidative activities that do not enable learners to make progress; and
 - overlong introductions.
- 97 The quality of assessment, recording and reporting is good with outstanding features. Assessment procedures are systematic, relevant and useful. All staff are involved in sharing information gathered from regular observations and assessed tasks. Teachers use this information to record what learners already know and what they need to learn next; this is an outstanding feature. The school analyses results of formalised tests very carefully and uses this data very successfully to track learners' progress over time. Despite the school achieving consistently high results in teacher assessments, it continually strives to improve the accuracy and consistency of these judgements through working with other small schools in the area and the local secondary school.
- 98 Older learners have a very good understanding of the purpose of assessment and they take an active part in planning their own progress and setting targets. Their work is regularly marked and learners are frequently involved in this process themselves. Learners use skills ladders in different subjects to discuss with their friends or their teacher whether they have successfully met the criteria for a particular level. Learners in Y6 discuss possible shortcomings in their work with maturity and insight; this is an outstanding feature.
- 99 There are effective arrangements for informing parents and others about the progress and achievements of their child. The school implements an open door policy and parents are invited to meet teachers three times a year to discuss their child's progress. Annual reports to parents comply with statutory requirements; they provide clear information on what learners know and understand and set targets for improvement. Parents are given suitable opportunity to respond.

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

Grade 1: Good with outstanding features

- 100 The findings of the inspection team match the judgement made by the school in its self evaluation report
- 101 Curricular provision fully meets the statutory requirements of the NC and the agreed syllabus for religious education.
- 102 The overall quality of the educational provision for the under-fives is appropriate to their needs and children make good progress towards the Foundation Phase Outcomes. Children under-five enjoy a good variety of planned indoor and outdoor learning experiences that develop their basic and key skills very effectively and prepare them extremely well for moving to KS1.
- 103 The broad and balanced curriculum in both key stages offers learners an interesting range of experiences that allow them to systematically build on what they already know. There are well-focussed policies and schemes of work for all subjects.
- 104 The school's strategies in catering for learners' varying needs, ages and abilities as well as different styles of learning is an outstanding feature. The school meets the challenge of mixed age classes extremely well, particularly in KS2. The curriculum is suitably matched for learners' stage of learning, appropriately adapted for learners with SEN and the needs of more able and talented learners are addressed very successfully through challenging tasks and planned enrichment activities.
- 105 The curriculum enables learners to develop their basic and key skills very successfully in order to make the most of their learning opportunities. Whole-school planning for the systematic teaching of key skills is an outstanding feature.
- 106 There are suitable opportunities for learners to engage in after school clubs that are available to all, though these are not always consistently offered throughout the year.
- 107 Homework is appropriately targeted and builds on learners' experiences in school.
- 108 The school provides a wealth of enrichment to the taught curriculum through the very effective use of visitors. For example parents, governors and friends of the school make an outstanding contribution to learners' development when they work alongside staff to provide expertise in art and design, gardening and history. These experiences afford learners the opportunity to socialise with and learn from people of all ages and backgrounds. The school provides good opportunities for music tuition for learners wishing to learn to play musical instruments.

- 109 Collective worship, which fully meets statutory requirements, contributes very effectively to learners` spiritual, moral, social and cultural development. Learners are fully involved in a range of worship activities, both in church and at school, that include songs, music, drama and prayers. These occasions offer opportunities for celebration, giving thanks and reflecting on a range of issues in both English and Welsh.
- 110 Learners develop a strong sense of spirituality through the very good opportunities that the school provides for them to respond to art and design and music, tend the garden and reflect on the wonders of growth and renewal.
- 111 The school promotes learners` social development exceptionally well. They receive much individual attention from the many adults involved in the life of the school and as a result, they are confident, polite and friendly. However, development of a more strategic approach to the planning and assessment of the PSE programme is at an early stage of development.
- 112 The provision for developing learners` morality is good with outstanding features. As a result, learners treat one another with the utmost consideration and respect. They know for example that their conduct impacts on others when collecting tokens, awarded for good behaviour that are used for trips and overnight stays. Learners value their friends and demonstrate exceptional maturity and insight when they write about their qualities.
- 113 Learners understand the importance of being an inclusive society and learn to become more attuned to the needs of others. The way in which learners value the contributions of children with specific learning needs and help and support them is an outstanding feature.
- 114 Provision to develop learners understanding of Y Cwricwlwm Cymreig is very good particularly through their studies in art and design, history, geography and music. The school promotes bilingualism well. The school offers learners suitable opportunities to learn respect for other beliefs and traditions. Learners develop a very good awareness of music and art from a broad range of cultures.
- 115 The school`s partnerships with parents, the local community, other schools and higher education institutions are highly successful and have outstanding features that enrich the life and work of the school and enhance pupils` learning experiences.
- 116 Parents are very supportive and proud of the school. They have great confidence in the headteacher and staff and value the welcoming nature of the school. They are very pleased with the standard of education their children receive within a caring, supportive environment.
- 117 Communication with parents is well established and very effective and parents have ready access to the headteacher and staff. A constructive home/school agreement is in place which has readily been accepted by most parents.
- 118 The school enjoys highly productive partnerships with other schools in the Pembroke `family` of schools. Curriculum, pastoral and administrative links are

well developed and help promote continuity of education as pupils move from KS2 to KS3. Arrangements for transfer are well established and ensure Y6 learners look forward to secondary school and approach it with confidence.

- 119 The school enjoys a successful partnership with a teacher training establishment and regularly provides training facilities for student teachers. They are well supported and mentored by staff and most make a positive contribution to the life and work of the school.
- 120 The school enjoys highly successful partnerships with the local community and with the parish. The clergy and parishioners hold the school in high regard and appreciate the contribution that staff and pupils make to the life and worship of the church community. The school and its various activities are very well supported and valued by the local community.
- 121 The school makes good provision for work-related education and ensures learners have access to a range of experiences well suited and relevant to their age and understanding. Through role play, visits in the locality and the contribution of personnel from various occupations and professions, learners are gaining a good understanding about the range of work people undertake within their community and further afield.
- 122 The school has developed good working partnerships with local employers and relevant agencies but no teachers have recently undertaken a relevant business placement with a view to enhancing professional development and enriching curricular provision for learners.
- 123 The school's policies and procedures to promote equal opportunities and to tackle social disadvantage and stereotyping are outstanding, and children succeed regardless of their ability, gender, race or backgrounds. All children are valued equally and as individuals, and the school's commitment to social inclusion is excellent.
- 124 The school's provision for education sustainable development and global citizenship is good and this is a developing aspect of the school's curriculum. Learners are involved in re-cycling and composting schemes, understand the problems of litter and pollution, and the necessity of energy conservation.
- 125 Provision for developing learners' understanding global citizenship is developing well. They are aware of the lives of children in other parts of the world, the inequalities that exist and how global forces shape their lives.
- 126 The school makes good provision for the development of learners' entrepreneurial skills and they have regular opportunities to engage in enterprise activities, which provide the foundations of the skills needed to support economic development. A notable feature of the school is the way in which learners themselves take control of enterprise activities and translate their ideas into practical and profitable solutions. This is particularly evident in learners' successful fundraising activities to support a village in Kenya.

- 127 The school is fully committed to the national priorities for lifelong learning and community regeneration. Priorities such as social inclusion, learners developing independence, and the promotion of strong links between primary and secondary school are well reflected in the school's life and work.

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

Grade 1: Good with outstanding features
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- 128 The findings of the inspection team match the judgement made by the school in its self evaluation report
- 129 The school's provision for the care, support and guidance of its learners is good with outstanding features. The school plans and manages care arrangements and support services exceptionally well. It is extremely proactive at seeking out advice and support for learners and families needing specialist help or guidance. The partnership with Youth Support is an example of this very effective partnership working.
- 130 The school enjoys highly productive partnerships with parents, carers, health professionals and local community members; their views are well considered, valued and acted upon.
- 131 Learners have regular opportunities to voice their views and opinions and do so with confidence through the school council. The council is a very good forum for the development of their personal and social skills and enables members to work together to tackle issues that concern them. Councillors undertake their duties conscientiously and act responsibly. They are good ambassadors for their school community.
- 132 The school is very much a part of the community and nursery children are familiar with the building. Induction programmes are effective in helping new learners of all ages settle into school successfully. Although systems are informal, the caring family ethos of the school enables them to feel welcomed and befriended at once.
- 133 Learners state they are very happy in school. They are confident that all their needs will be met and their rights respected. They also state they feel able to share any concerns they may have with adults in the school. They say that they have a fantastic education. 'We are all friends'. 'We are a family'. 'We go to so many places'. Where there are small numbers of learners in a year group, the school takes extra care to ensure that they are not disadvantaged in any way.
- 134 The monitoring of behaviour, attendance, punctuality and performance is rigorous, and early intervention ensures any issue is dealt with promptly and efficiently. The school complies with all attendance, discipline and inclusion requirements set out in *National Assembly for Wales (NAW) Circular 47/06, Inclusion and Pupil Support*.

- 135 The GB has clear, well-documented procedures, including risk assessment, for promoting learners' well-being, health and safety whilst in the school's care. They are well supervised during break times, and well-established arrangements are in place to deal with any accidents and emergencies.
- 136 As part of the *Welsh Network of Healthy Schools*, the school is successful in promoting a healthy diet and lifestyle. Fresh water is readily available and learners are encouraged to eat healthy snacks. Even the youngest children understand that eating a healthy diet and exercising regularly is good for their health and well being.
- 137 Learners have access to a wide range of physical and sporting activities, which contribute significantly to their well-being. The provision of a range of stimulating playground games and equipment provides learners with excellent opportunities to engage in physical activities during break and lunch times.
- 138 The school has appropriate measures to deal with appeals and complaints and to promote the protection of children. The school's policy and procedures to deal with child protection issues are clearly understood by all staff and training is regularly updated.
- 139 The learning needs of learners with SEN are identified early and addressed very effectively, due to careful observation and monitoring by all staff. Exceptionally good partnerships between home and school and excellent relationships with outside agencies ensures that any concerns are immediately investigated and followed up.
- 140 School procedures fully comply with the SEN Code of Practice. Individual education plans (IEPs) are written and reviewed regularly. The additional support learners receive is an outstanding feature.
- 141 The school works extremely effectively with a specialist service to provide outstanding care for the emotional and behavioral issues of a small number of vulnerable learners.
- 142 The school takes appropriate steps to promote gender equality and challenge stereotyping. The school actively ensures that learners do not make stereotypical choices of activity, reading materials or equipment.
- 143 The school has very good systems in place to ensure that respect for diversity is addressed and monitored. The entire ethos of the school promotes outstanding levels of respect for all people, regardless of race, gender, disability or any other issue.
- 144 The school successfully promotes good race relations and ensures learners have a clear understanding of the diversity of British society today. Learners' empathy and concern for others is an outstanding feature of their learning.
- 145 The school has made all reasonable arrangements to secure the equal treatment of disabled learners and to welcome disabled visitors to the school.

The GB has produced an accessibility plan and disability equality scheme which demonstrates how the school will make improvements in access to the curriculum, physical access and in the provision of information for disabled persons. The school is accessible to wheelchair users but toilet facilities for the disabled are available in the demountable classroom only.

- 146 There are highly effective policies and strategies in place to deal with oppressive behaviour, including bullying, racial equality and other forms of harassment. Such incidents are extremely rare because staff set clear boundaries and expect the best of pupils in their care. The headteacher monitors and responds to any incident swiftly and fairly, and the school functions well as an inclusive, Christian community where learners feel safe and secure.

Leadership and management

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

Grade 1: Good with outstanding features

- 147 The findings of the inspection team do not match the judgement of Grade 2 made by the school in its self evaluation report as outstanding features were identified.
- 148 The quality of the headteacher's leadership is very good. She has a vision for further improving and developing the school. She is ably supported by the teachers and the support staff. The positive leadership gives a clear sense of direction to the work of the school. The school's ethos supports a very good quality of life which is reflected in the confidence, trust and co-operation between staff, pupils, governors, parents and the wider society; this is an outstanding feature.
- 149 The school's aims and values significantly promote equality for all, and which is reflected in the provider's work; this is an outstanding feature.
- 150 National priorities are well considered, for example, the number of enterprises to develop learners' understanding of sustainable development and world citizenship, the establishment of the Foundation Phase and gaining accreditation from outside agencies include the BECTA award. Links with other educational providers are good. The school council helps learners to contribute to, and influence directly, the decisions that affect them.
- 151 Analysis of performance data is undertaken effectively. Benchmarking information is used to compare the school's performance with that of other schools. Whole-school quantitative targets are set in both key stages which are challenging and realistic.
- 152 In judging success and evaluating its performance, the school uses a good range of strategies, based on a wide range of data and qualitative evidence. Staff undertake sampling of work each half term, and evaluate their areas of responsibility, visit classes, monitor lessons and make an annual audit of the provision. They share evaluation results and act on them.

- 153 An effective system of staff appraisal promotes the teachers' and support staff's continuing professional development.
- 154 The school manages and improves the performance of individual staff very well. LSAs are encouraged to continue further training to enhance the school's provision. In the case of the newly qualified teacher (NQT), the quality of the provision for her induction and early professional development is good.
- 155 The GB undertakes its duties conscientiously; members have a very good awareness of their responsibilities and they are very supportive of the school. Members ensure that the school's aims and objectives are fulfilled and they are active in setting the school's strategic direction; this is an outstanding feature. They meet regularly and, through the headteacher's reports, they have comprehensive information about the life and work of the school.
- 156 The role of the GB in monitoring the quality of provision is good. They undertake regular visits to the school and take on responsibility for subjects.
- 157 The GB fulfils legal and regulatory requirements appropriately, however, there is a small omission in the school prospectus. Members have a very good overview of the budget and they supervise expenditure very well. Spending decisions are closely linked to priorities noted in the SDP and they make every effort to ensure the best value for money.

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

Grade 1: Good with outstanding features
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- 158 The findings of the inspection team match the judgement made by the school in its self evaluation report
- 159 The headteacher, governors and staff are fully committed to maintaining standards of achievement. The whole staff are involved in the self-evaluation process, with parents and learners' points of view considered by means of regular meetings; this is an outstanding feature.
- 160 Through the headteacher's reports and regular visits to the school, governors have a very good understanding of the school's strengths and the priorities to be acted upon through the SDP.
- 161 The role of curriculum leaders with regard to monitoring and evaluating work is particularly effective. They have a very good overview of the education and resources provided. Their plans for improvement are acted upon through the SDP.
- 162 The SDP is a detailed document which shows the school's priorities clearly, with time limits, success criteria and agreed costs indicated. There is a detailed outline of matters which are to receive attention in the short term, however longer term planning is less evident.

- 163 The school works closely with the LA link adviser. Regular reviews are held and these give the school a better appreciation of the quality of its provision and the standards achieved.
- 164 A detailed analysis is made of a wide range of assessment and test results including baseline tests in the reception class, teacher assessment at the end of KS1 and KS2, and the results of other assessments. The school makes very good use of this analysis to earmark strengths and weaknesses.
- 165 The self-evaluation report, produced by the school before the inspection, is comprehensive. It indicates strengths and matters for improvement and it is supported by a wide range of documentary evidence.
- 166 Overall, the school has made very good progress since the last inspection with regard to addressing the key issues indicated. Presentation of learners' work and handwriting skills have improved. It has maintained learners' standards of achievement in all subjects and further raised standards in science, ICT, art and design and history in key stage 1 and Welsh second language and art and design in key stage 2. This is an outstanding feature.

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

Grade 1: Good with outstanding features

- 167 The findings of the inspection team match the judgement made by the school in its self evaluation report
- 168 The school has a very good supply of teaching staff to present the curriculum. Teachers have appropriate qualifications and planning for the delegation of responsibilities is good. Job descriptions give a clear outline of responsibilities. The school makes very good use of teachers' specialism and peripatetic teachers in Welsh second language and music; this is an outstanding feature.
- 169 The school has invested in good provision of classroom support staff who are enthusiastic and work very well with the teachers. They give very good support to small groups of learners in the classes as well as supporting individuals and learners with SEN; this is an outstanding feature.
- 170 Teachers attend a good range of training courses and this has a positive effect on their skills and their understanding.
- 171 Both the main building and mobile classroom are in good condition and are regularly kept clean and tidy. The school is functioning towards the top end of its capacity. The location for teaching the Foundation Phase children is good with significant extra resources for outdoor learning. The hard surfaced and grassed play areas together with the school garden provide stimulating areas for learners' to play. Good use is made of the community hall for gymnastics. Very good use is made of the classroom walls to display learners' work throughout the school.

- 172 The school and the GB help to ensure that resources correspond to their priorities for development. Annual reviews are held to ensure the sufficiency and suitability of the resources. Overall, there is a good range of appropriate resources for the Foundation Phase and the NC. There is a good supply of computers and interactive whiteboards which are very well utilised throughout the day. The use of an extensive range of resources, planned and purchased by the school council, make playtimes a very enjoyable experience for all; this is an outstanding feature.
- 173 The school has adopted effective procedures for managing teachers' planning, preparation and assessment (PPA) time in line with statutory requirements. The school uses resources appropriately for remodelling the workforce.
- 174 Spending decisions are very well linked to priorities in the school's plans. The latest LA audit in 2009 declares good governance arrangements in place with the GB fulfilling its role by taking an active interest in the management of the school's financial affairs. Value for money is at the forefront of spending decisions.
- 175 The school operates very effectively from day-to-day. The part-time administrative officer fulfils her duties effectively and efficiently.
- 176 Overall, the school provides very good value for money.

Standards achieved in subjects and areas of learning

Science

Key Stage 1: Grade 1: Good with outstanding features

Key Stage 2: Grade 1: Good with outstanding features

Outstanding features

- 177 Learners in both key stages display a high level of confidence in planning and carrying out their own investigative work, often using their own ideas.
- 178 Most KS1 learners successfully organize and accurately record their investigative work using drawings, tables and charts. They very carefully observe the growth of seeds they have planted and accurately record the process by means of sequential drawings.
- 179 With very little support, many learners in KS1 plan, carry out and record experiments to investigate change such as melting, and draw suitable conclusions based on prior knowledge. They work with exceptional confidence when grouping materials according to whether they are transparent, translucent or opaque and record their findings appropriately.

- 180 In KS2 all Y3 learners competently examine a variety of soils and make comparisons between them in terms of texture, particle size, and suitability as a growing medium. They speak confidently about their work using correct scientific vocabulary. Most learners record their results neatly and accurately.
- 181 Most learners in Y4 have a very good understanding of how to plan and carry out a fair test. They correctly describe the best way to achieve this and they know why it is important. They quickly explain that repeating a test gives more reliable results. The majority handle science equipment skillfully with little supervision and most make accurate measurements and calculations.
- 182 Learners in Y5 and Y6 have an exceptionally good understanding of permeability. They successfully use their prior knowledge about the size of soil particles, when drawing correct conclusions from their experiment to see how much water different soils absorb.

Good features

- 183 Learners in KS1 confidently explore the properties of materials during their investigative work. They know that different materials are used for different purposes around the home.
- 184 In KS2 most learners in Y3 and Y4 successfully locate and label the major organs of the human body. They correctly understand the way in which muscles help to move bones.
- 185 Most pupils in Y4 know how to plan and carry out a fair test when investigating their pulse rate. They predict outcomes successfully, using plausible ideas based on scientific knowledge and use ICT confidently to display their results.

Shortcomings

- 186 There are no important shortcomings.

Welsh second language

Key Stage 1: Grade 1: Good with outstanding features

Key Stage 2: Grade 1: Good with outstanding features

Outstanding features

- 187 Learners in KS1 recite and sing Welsh songs with very good pronunciation and appropriate intonation. They express feelings very confidently and convey personal experiences using familiar language patterns. Learners take part in role-play activities imitating the expressions of others very well.
- 188 KS2 learners express themselves very well using intelligible pronunciation and intonation. They express opinions confidently and participate in dramatic activities using words and patterns suited to the purpose.

- 189 In KS2 most learners look for information in a text or ICT and convey it orally and in writing. They read aloud printed texts confidently and with very good expression.
- 190 KS2 learners write to a very good range of audiences, for example, friends and family and keep a personal diary.

Good features

- 191 In KS1 most learners read aloud their work and other printed resources accurately and re-read extracts they have enjoyed. They confidently convey the content of what they have read. Able learners in Y2 decode new words by means of clues in pictures.
- 192 KS1 learners write phrases and simple sentences with developing accuracy. They spell simple words correctly and take heed of basic punctuation.
- 193 In KS2 learners respond well to the teacher's questions, offering some observations or opinions.
- 194 KS2 learners write original creative passages based on experience with developing accuracy. They fill in a questionnaire about famous Welsh personalities punctuating appropriately and correctly.

Shortcomings

- 195 There are no important shortcomings.

Information and communications technology

Key Stage 1: Grade 1: Good with outstanding features

Key Stage 2: Grade 1: Good with outstanding features

Outstanding features

- 196 With very few exceptions learners in both key stages make very good progress in developing and improving their knowledge, understanding and skills of ICT across the complete range of activity. They have a very good level of understanding of the uses of computers and ICT in daily life. They have an exceptional understanding of the role that ICT plays as a tool both for improving their learning in different subjects and for presenting their work.
- 197 KS1 learners quickly understand and explain the importance of giving correct instructions to a machine when using a programmable robot for example, to indicate different mathematical shapes.
- 198 Many of the older learners in KS2 successfully use e-mail and contact one another via a safely controlled forum. They also upload and present their homework by this means.
- 199 KS2 learners confidently make their own decisions about where and when to use ICT. They understand and explain how it can enhance their work and when they can achieve the same result in a different way. When constructing a graph

for instance, a few learners in Y5 and Y6 choose to make their own using graph paper. They explain that this helps them to improve their own mathematical accuracy and presentational skills. They also know that there are pros and cons to both approaches.

Good features

- 200 In KS1 most learners successfully use listening stations, play games, take photos and display simple data as a regular part of their learning. They successfully create graphs and pie charts to illustrate their findings and use ICT programs to sort materials in science.
- 201 Most learners in KS1 use word processing competently to express their ideas. The majority of learners know how to save and print their work. They use the digital camera independently to represent their ideas as a basis for artwork or to present their results when working practically.
- 202 All learners in KS1 regularly use computers creatively and skillfully for drawing and designing patterns. They also very successfully use computer-drawing tools to create pictures of plants, at different stages of development, to illustrate the growth process.
- 203 In KS2 learners use ICT successfully to search for information. Most of them competently store and retrieve the information they have found or created for themselves and use this very successfully to create high quality presentations using a range of programs.
- 204 Most KS2 learners use ICT very competently in their scientific research to gather, display and analyse data. When using the digital microscope many of the older learners explain the importance of using reliable data.
- 205 Most learners in Y5 and Y6 use excel spreadsheets correctly to investigate the impact of changing variables.

Shortcomings

- 206 There are no important shortcomings.

History

Key Stage 1: Grade 1: Good with outstanding features

Key Stage 2: Grade 1: Good with outstanding features

Outstanding features

- 207 In both key stages learners' chronological awareness is very good. KS1 learners very confidently sequence events and objects and use common words and phrases relating to the passing of time. In KS2 all learners use conventions which describe the passing of time and effectively use chronological frameworks such as timelines.

- 208 In both key stages learners' historical enquiry skills are well advanced. They find out about the past from a wide range of historical sources including artefacts, adults talking about their own past and interviewing an adult about the life of Henry V111.
- 209 In KS2 learners' historical knowledge and understanding of the Tudor and Victorian periods is outstanding. They have a very good knowledge of a wide range of characters and confidently identify and describe the main events of the periods.

Good features

- 210 In KS1 learners communicate their knowledge and understanding in a variety of ways for example acting out an episode from a Monday morning wash day long ago.
- 211 Most KS2 learners identify different representations of the past in a variety of ways. They have a good understanding of the difference between primary and secondary sources. They write extensively about a wide range of events from the past.

Shortcomings

- 212 There are no important shortcomings.

Art and design

Key Stage 1: Grade 1: Good with outstanding features

Key Stage 2: Grade 1: Good with outstanding features

Outstanding features

- 213 With few exceptions, learners in both key stages explore a rich variety of creative experiences that help them express themselves extremely well. They experiment imaginatively with both two and three-dimensional work. They have an excellent knowledge of the work of modern Welsh artists as a result of regular visits to galleries and exhibitions.
- 214 Most learners in both key stages very effectively link their work in art with their studies in other subjects. An example of this is the whole school batik work using plants grown in the garden as a basis for design.
- 215 Learners in both key stages demonstrate very good knowledge and understanding of the properties of different types of paint, including metallics. They explore the use of wax resist techniques, textured paper, different types of washes and layering and successfully discuss what they find out.
- 216 KS1 learners use their prior knowledge very skilfully to layer transparent, translucent, and opaque materials to create a very beautiful representation of a stained glass window.

217 Most learners in KS2 have a very clear understanding of the use of tone to create special effects. They draw very skilfully using their sketch books and use photographic evidence they have collected as a basis for their observations and ideas. They successfully mix colours to achieve areas of light and dark. Older learners have a very good understanding of perspective and explain how to achieve a three-dimensional effect in their work.

Good features

218 In both key stages most learners develop a good understanding of the importance of art and design work for people from other cultural backgrounds and traditions. Learners also reflect critically on their own work and that of others.

219 All learners in KS1 skilfully create their own three-dimensional 'Worry Dolls' in the style of those found in Mexico.

220 In KS2 learners creatively follow an Indian tradition, when creating a wall hanging using a range of sewing and collage techniques. They also learn the techniques used for batik.

221 KS2 learners carry out their own research into the work of famous artists from different periods, such as Joan Miro. They independently select a piece of work and say what they like and why.

Shortcomings

222 There are no important shortcomings.

Physical education

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

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

Good features

223 In both key stages most learners wear appropriate clothing for activities. They all understand the advantages of warming up and cooling down before and after energetic activities. They are aware of the short-term effects of exercise on the body.

224 In KS1 learners' skill in evaluating their own performance and that of others is good. In KS2 learners act as critical friends identifying good practice. They use digital cameras to record others' performance followed by a class evaluation; this is an outstanding feature.

225 In KS1 all learners work intently and enthusiastically when involved in activities and listen well to the instructions given by the teacher. They work effectively during paired activities and are active for extended periods.

- 226 In games and adventure activities most KS1 learners begin to develop the skills necessary to find their way using directions. They work effectively in paired and group activities and are active for extended periods.
- 227 In gymnastics, all KS2 learners sustain activity over an appropriate period when undertaking 'sky diver' exercises. They practise, refine and repeat movement changing shape, level and direction both on floor and low level apparatus.
- 228 In swimming, all learners in both key stages undertake fortnightly lessons. The school states that by the end of KS2 many learners exceed the expected skills levels.
- 229 Learners in KS2 take part in activities and games at local and area level and school records show that they have achieved individual and team honours. Both sexes are given equal opportunities to take part in team games.
- 230 In open air and adventure activities, learners in KS2 undertake residential visits each year, where they develop a wide range of outdoor skills.

Shortcomings

- 231 There are no important shortcomings but in gymnastics, many KS2 learners' skills in transferring weight from feet to hands are underdeveloped.

School's response to the inspection

- 232 The Inspection findings recognise that Cosheston V.C School has not only maintained the high standards noted in our last inspection, but continued to improve standards overall.
- 233 We are delighted the inspectors found that learners' attitudes to their learning, the interest they show in their work and their ability to sustain concentration are outstanding features, and that standards of achievement were judged as being Grade 2 or better in all lessons observed.
- 234 The skill, dedication, care and aptitude of the teachers and support staff, together with the relationships between all stakeholders are acknowledged as being outstanding. The quality of teaching is well above the Welsh Assembly's all-Wales targets. All these elements contribute towards making our school highly effective and very good value for money.
- 235 Inspectors found that learners are well cared for, guided and supported within a strong Christian ethos, and that our school has appropriate arrangements to ensure learners' well-being. We are particularly pleased that our very positive policy of inclusion was recognised as an outstanding feature. The learners' support of peers, value of friendships and their perception of morality were found to be an outstanding feature contributing to the high standards of behaviour. The school has very high expectations of learners and the curriculum is suitable for all.
- 236 It is pleasing that our self evaluation process was judged as effective in identifying, prioritising and addressing key areas for improvement and that the leadership and management of the headteacher continues to be very good.
- 237 The governors and staff wish to thank the inspection team for their integrity and the professional and courteous manner in which the inspection was conducted. We recognise the work undertaken by the inspection team before, during and after the inspection. The inspection team's opinions are valued and the recommendations will be acted upon as part of the school's continuous cycle of improvement.
- 238 Cosheston V. C. School will strive to maintain the high standards and quality provision that have been identified throughout the report.
- 239 A copy of the school's action plan in response to the inspection will be circulated to all parents and progress will be reported in the governors' annual report to parents.

Appendix 1

Basic information about the school

Name of school	Cosheston Voluntary Controlled School
School type	Primary inc Foundation Phase
Age-range of pupils	3 – 11 years
Address of school	Point Lane Cosheston Pembroke Dock Pembrokeshire
Postcode	SA72 4UN
Telephone number	01646 683490
Headteacher	Mrs Glenda Evans
Date of appointment	1998
Chair of governors / Appropriate authority	Rev Norman Gilbert
Registered inspector	Mr Jeffrey Harries
Dates of inspection	01/03/10 – 03/03/10

Appendix 2

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of learners	3	6	10	8	7	7	5	9	55

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	2.9	0.06	2.96

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	19:1
Pupil: adult (fte) ratio in nursery classes	N/A
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	18
Teacher (fte): class ratio	1.1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Autumn 2009	N/A	94.8%	94.0%
Summer 2009	N/A	92.5%	92.5%
Spring 2009	N/A	90.3%	92.2%

Percentage of pupils entitled to free school meals	7%
Number of pupils excluded during 12 months prior to inspection	0

Appendix 3

National Curriculum Assessment Results

End of key stage 1:

National Curriculum Assessment KS1 Results 2009	Number of pupils in Y2	7
As the number of pupils eligible for assessment at the end of key stage 1 was greater than four but fewer than 10, overall performance indicators only are included		

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	100%	In Wales	81.1%

National Curriculum Assessment Results

End of key stage 2:

National Curriculum Assessment KS2 Results 2009	Number of pupils in Y6	6
As the number of pupils eligible for assessment at the end of key stage 2 was greater than four but fewer than 10, overall performance indicators only are included		

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	100%	In Wales	77%

Appendix 4

Evidence base of the inspection

The school was inspected by a team of four inspectors who were present in the school for a total of six inspection days.

Before the inspection:

- meetings were held with the headteacher, staff, GB and 12 parents who attended the pre-inspection meeting;
- questionnaires were distributed to all parents and the 25 questionnaires that were returned were analysed and the team considered the results; 100% of the responses were positive, and
- school documentation was examined.

During the inspection:

- evidence was gathered based on inspecting classes in a total of 21 lessons or sessions across the age range;
- other observations were undertaken including collective worship, registration, play time and lunch time;
- discussions were held with learners on aspects of their life and work in the school;
- inspectors listened to a representative sample of learners reading;
- inspectors examined learners' work from each age group, in addition to work in the classroom and being displayed around the school; and
- post-inspection meetings were held with the headteacher, staff and GB.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Jeffrey Harries Registered Inspector	Context Summary, recommendations and appendices, Key questions 1, 5, 6 and 7 Welsh second language History Physical education
Jan Marsden Team Inspector	Key questions 2, 3 and 4 Science Information and communications technology Art and design
Janet Warr Lay Inspector	Contributions to key questions 1, 3 and 4
Beverley Phillips Peer assessor	Contributions to all key questions
Glenda Evans Headteacher	Nominee

Acknowledgement

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

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