



Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru
Her Majesty's Inspectorate for Education and Training in Wales

A report on

**Angle V.C. School
Angle Village
Nr Pembroke
Pembrokeshire
SA71 5AT**

Date of inspection: November 2016

by

**Estyn, Her Majesty's Inspectorate for Education
and Training in Wales**

During each inspection, inspectors aim to answer three key questions:

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

Inspectors also provide an overall judgement on the school's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

Judgement	What the judgement means
Excellent	Many strengths, including significant examples of sector-leading practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh areas for improvement
Unsatisfactory	Important areas for improvement outweigh strengths

The report was produced in accordance with Section 28 of the Education Act 2005.

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

Publication Section
Estyn
Anchor Court, Keen Road
Cardiff
CF24 5JW or by email to publications@estyn.gov.wales

This and other Estyn publications are available on our website: www.estyn.gov.wales

© Crown Copyright 2017: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The material must be acknowledged as Crown copyright and the title of the report specified.

Publication date: 27/01/2017

Context

Angle Voluntary Controlled Primary School is on the Angle peninsular to the west of the town of Pembroke.

There are 19 full-time pupils between the ages of 4 and 11 years on roll. The school admits children to its nursery class in the term after their third birthday. There are two mixed age classes, one for Foundation Phase and one for key stage 2 pupils.

Around 30% of pupils are eligible for free school meals. This figure has risen recently having previously remained steady at around 20% for the previous four years. The school identifies that approximately 30% of pupils have additional learning needs. Very few pupils have a statement of special educational needs.

Nearly all pupils are of white British ethnicity and come from homes where English is the main language. No pupils speak Welsh at home.

The executive headteacher oversees the running of Angle Primary School and two other local schools. He took up this position as a secondment in September 2012. In April 2016, he became executive headteacher of the three schools on a permanent basis. All three schools will close in August 2017 with pupils moving to the newly amalgamated school from September 2017.

The individual school budget per pupil for Angle VC School in 2016-2017 means that the budget is £6,870 per pupil. The maximum per pupil in the primary schools in Pembrokeshire is £6,870 and the minimum is £3,427. Angle VC School is first out of the 61 primary schools in Pembrokeshire in terms of its school budget per pupil.

Summary

The school's current performance	Good
The school's prospects for improvement	Good

Current performance

The school's current performance is good because:

- Nearly all pupils make good progress in the development of their skills, knowledge and understanding as they move through the school
- Most pupils speak and read well in Welsh
- Standards of behaviour are exceptionally good
- The school's curriculum provides a wide range of good quality learning experiences
- The quality of teaching is a strength of the school
- Assessment for learning strategies are effective across the school
- Nearly all pupils are aware of the next steps in their learning

Prospects for improvement

The school's capacity to improve is good because:

- The headteacher has a strong vision for school improvement and has managed skilfully the forthcoming amalgamation
- There is a clear ethos of combined effort by all stakeholders to ensure the best outcomes for pupils
- The governing body supports and challenges the school well
- The school's procedures for self-evaluation and improvement planning are effective
- The school works closely with a wide range of partners to improve pupils' standards and wellbeing
- Strong partnerships with parents ensure that pupils have access to a full range of learning experiences

Recommendations

- R1 Raise standards in information and communication technology (ICT)
- R2 Provide pupils across the school with opportunities to write independently and at length in Welsh
- R3 Ensure that pupils have consistent opportunities to respond to teacher feedback in order to improve their skills

What happens next?

The school will draw up an action plan that shows how it is going to address the recommendations.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Nearly all pupils make good progress in the development of their skills, knowledge and understanding as they move through the school. Most pupils with additional learning needs make good progress.

Most pupils develop good oracy skills. They listen carefully to each other and other adults. They are keen to participate in class discussions and offer interesting answers when questioned. For example, pupils in the Foundation Phase provide useful feedback on their work at the end of a child initiated learning session. As they progress through the school, most pupils provide increasingly relevant reasons for their answers. For example, pupils in key stage 2 give detailed explanations about why the ability to multiply is an important skill.

During their time at the school, most pupils develop into capable readers. In the Foundation Phase, they have a good knowledge of letter sounds and use this well to sound out unfamiliar words. They answer questions about the content of their stories correctly and make simple predictions about what will happen next. Many recognise when they make mistakes in their reading and correct themselves independently. Most pupils in key stage 2 read with a level of fluency, expression and understanding that is appropriate to their age and ability. They use skills of inference and deduction well to answer questions about their texts accurately. Many understand how to use the contents and index pages of a reference book to locate information quickly.

During the Foundation Phase, most pupils make good progress in developing their writing skills. By the end of the phase, many pupils produce neat, well-presented written work. Most pupils use capital letters and full stops accurately to indicate sentences and ensure meaning. A few pupils use complex forms of punctuation, such as speech marks and commas, accurately. Most pupils write at length for a variety of purposes showing a good understanding of the features of different types of writing. For example, they organise their sentences logically and use imaginative vocabulary when writing instructions about how to turn a teacher into a bat. Most pupils spell accurately for their age and ability and incorrect spellings are often phonetically plausible. Most pupils apply their literacy skills well and at the same level in other areas of the curriculum.

In key stage 2, most pupils make good progress in their handwriting and presentation skills as they move through to Year 6. Nearly all pupils use basic punctuation accurately, most use speech marks well and a few use apostrophes correctly to show possession. Most pupils' spelling is appropriate to their age and ability. However, in a few instances, pupils' spelling does not demonstrate a sound knowledge of phonics. Most pupils write at length for a range of different purposes across the curriculum. For example, pupils enjoy writing an imaginative diary entry as if they were a passenger on the Titanic.

Most pupils develop a good range of number skills in the Foundation Phase. In Year 2, many pupils understand place value up to 100. They use this knowledge well when completing simple calculations involving addition, subtraction and multiplication. Most pupils complete problems involving money accurately, such as when finding change from ten pence or one pound. Many pupils have a suitable understanding of a range of concepts and skills including time, weight, capacity, length and data handling. Most pupils apply their numeracy skills across the curriculum at the same level as in mathematical development lessons. For example, they use the language of capacity accurately when calculating the amount of soup eaten by the Gruffalo.

In key stage 2, most pupils continue to build their mathematical skills well. They develop a sound understanding of the four rules of number and apply these successfully to solve problems. They develop a good understanding of place value to two decimal places and use this effectively to complete calculations involving money. Most pupils use a range of measures well, including time, weight and length. They apply their knowledge usefully when working in subjects across the curriculum. For example, older pupils in key stage 2 use their understanding of decimals and millilitres effectively to calculate how much less carbon dioxide is produced because of changes in lifestyles. They use bar charts, line graphs and pie diagrams successfully to represent data as part of their topic work. For example, they produce accurate line graphs to represent the growth of a plant over time.

Most pupils develop a limited range of ICT skills in subjects across the curriculum. In the Foundation Phase, they use hand held devices independently and with confidence to support their topic work when, for example, videoing each other in the role-play area. They use a wide range of simple applications well to support the development of their literacy and numeracy skills. In key stage 2, most pupils use ICT packages successfully to present their work for different purposes and audiences. For example, they use a word processing program imaginatively to create posters to inform other pupils of the actions they should take if suffering from online bullying. They use the camera tool confidently on a hand-held device to video their presentations and to take photographs to support their topic work. However, across the school, pupils do not develop a full range of ICT skills. For example, very few pupils have the skills to create and explore their own spreadsheets and databases. Most pupils have a good understanding of how to stay safe online.

In the Foundation Phase, most pupils develop good Welsh oracy skills. In many cases, they use these independently within their lessons when speaking to the teacher and, in a few instances, when talking with their peers. Most pupils develop a good knowledge of a range of phrases that they apply well in their writing. For example, they use a simple sentence pattern effectively to describe the colour of the clothes they are wearing. Most pupils in key stage 2 continue to use simple greetings and phrases during the school day and build appropriately on their skills. They construct simple sentences to describe things they like to do and they write in the past tense about what they did at the weekend. However, in both phases, pupils do not develop their skills sufficiently to be able to write independently and at length. Across the school, pupils read prepared texts with good pronunciation, fluency and understanding relative to their age and ability.

Pupil numbers at the end of the Foundation Phase and key stage 2 are consistently low. This makes comparisons of performance against other schools statistically unreliable.

Wellbeing: Good

All pupils are polite and well mannered. Standards of behaviour are exceptionally good in classes and around the school. Nearly all pupils have positive attitudes to school and take pride in their work. They sustain concentration for appropriate periods and enjoy their learning. All pupils show high levels of respect, care and consideration towards one another and the adults in the school community. Most pupils are self-confident and reflect effectively on their own and others' work. They develop their independent learning skills appropriately, for example when they work collaboratively to solve problems

The school council is effective. Pupils take a full part in making decisions about life in school, for example increasing dinner menu choices and devising rules for the dining hall.

Nearly all pupils participate in a wide range of activities that successfully promote their sense of belonging to their village. For instance, all pupils participated in the creation of a mural for the local lifeboat station. This was effective in raising pupils' awareness of their place in their coastal community.

Most pupils have a good understanding of the importance of making healthy choices about what they eat and drink. They recognise the benefits of regular exercise. Nearly all pupils feel safe and free from physical and verbal abuse in school.

Attendance rates have placed the school consistently in the higher 50% when compared to similar schools for the past three years.

Key Question 2: How good is provision?	Good
---	-------------

Learning experiences: Good

The school's curriculum provides a wide range of good quality learning experiences that fulfil the requirements of the National Curriculum, Foundation Phase and religious education. Teachers plan in detail to ensure they meet the needs of all nearly all pupils well. They ensure the effective development of pupils' literacy, numeracy and thinking skills across the curriculum. For example, pupils in key stage 2 use concept cartoons effectively to clarify their ideas about sustainability as part of their topic work. However, the school does not plan for the development of a full range of ICT skills.

A well-structured programme of visitors and visits enhances the planned curriculum effectively. These include visits from the local lifeboat crew, fire service and police officer, as well as a residential visit to the Urdd Centre in Cardiff.

Teachers work well to ensure that pupils develop a good range of simple Welsh words and phrases as they progress through the school. Initiatives such as 'Helpwr

Heddiw' are effective in encouraging pupils to use the Welsh language on a daily basis. Pupils apply their knowledge of Welsh vocabulary and phrases appropriately in their written work. However, teachers do not provide pupils with sufficient opportunities to practise these skills by writing independently at length.

The school provides pupils with suitable opportunities to develop their knowledge and understanding of the history and culture of Wales. For example, pupils in key stage 2 visit a mining museum to learn about their industrial heritage. All pupils celebrate Welsh culture as part of the school eisteddfod and during an annual festival at a local church.

There are good opportunities for pupils to learn about sustainable living, for example through arrangements for pupils to assist with recycling activities. Pupils in key stage 2 investigate the number of miles their food has to travel and discuss the impact of this on the environment. There are appropriate opportunities for pupils to learn about the wider world.

Teaching: Good

The quality of teaching is a strength of the school. Teachers have good subject knowledge and use a wide range of strategies to support pupils' learning. This ensures that nearly all pupils make good progress against the learning objective for the lesson. Planned activities provide strong levels of challenge for pupils in both classes. All teachers have high expectations of what pupils can achieve, how they should behave and they ensure that learning progresses at pace. Teachers use questioning skills very well to extend pupils' thinking and to encourage pupil independence. Teaching assistants make a significant contribution to pupil progress. For example, in the Foundation Phase they intervene effectively during independent learning sessions to develop pupils' vocabulary and extend their thinking.

Teachers use a highly effective range of assessment for learning strategies consistently across the school. Nearly all pupils are skilled in assessing their own learning and that of their peers against the success criteria for a lesson. They are clear about their targets and the next steps in their learning. When providing feedback, teachers identify clearly, what the pupils do well and they offer appropriate guidance on how to improve their work further. However, teachers do not consistently provide pupils with the opportunity to respond to their feedback and make improvements in their work.

Staff track the development of pupils' skills well. Procedures to moderate teachers' end of key stage assessments are robust. Partnership working with colleagues in other local schools ensures a good level of consistency. As a result, teacher assessments of pupils' attainment are accurate.

Reports to parents give clear, detailed information about their child's progress and achievements in all subjects and areas of learning with specific targets for improvement. Nearly all parents find these useful in supporting their children's learning at home.

Care, support and guidance: Good

The school fosters pupils' social, moral, spiritual and cultural development well and provides them with a high level of care and support. There are effective arrangements to promote healthy eating and drinking and a well-developed personal and social programme supports all aspects of health education. The school encourages positive attitudes towards safety and social responsibility. For example, work with the local lifeboat crew and coastguard successfully develops pupils' awareness of water safety.

Staff make good use of a wide range of external agencies and services to provide useful guidance and support for pupils and parents. For example, pupils with specific learning needs attend specialist outdoor provision two afternoons per week. This has a positive effect on their wellbeing.

The school's provision for pupils with additional learning needs is effective, as staff understand the educational needs of all pupils well. There are good arrangements to identify pupils' learning needs on entry to the school. Regular reviews of pupils' progress and informative assessment systems allow staff to provide effective targeted support. The school provides parents with beneficial opportunities to review the progress of pupils with additional needs.

Arrangements for safeguarding meet requirements and give no cause for concern.

Learning environment: Good

A strong family ethos surrounds the school. Its welcoming and caring environment promotes core values based around respect and concern for others. Displays around the school contain a good balance of pupils' work and prompts to assist their learning. These are effective in celebrating the pupils' achievements and supporting the development of their literacy, numeracy and independent learning skills.

All pupils are treated equally and their specific learning needs are catered for well. The school promotes awareness of varying cultures and beliefs effectively. It adapts its provision well to ensure that all pupils, including those with physical disabilities, have appropriate access to the building and the curriculum.

Staff make good use of the limited space within the school. For example, the school has converted a small space under the stairs into a library area that encourages pupils to develop their enthusiasm for books. There are sufficient resources to meet the needs of all pupils. There are ample good quality reading books and a variety of laptops and hand held devices that help to support the development of pupils' literacy and ICT skills. Building maintenance is appropriate and the site is safe and secure.

Key Question 3: How good are leadership and management?
--

Good

Leadership: Good

The headteacher has a strong vision for school improvement, which he shares successfully with staff, parents and governors. There is a clear ethos of combined effort by all stakeholders to ensure the best outcomes for pupils. He has managed skilfully the forthcoming amalgamation with two other local schools to ensure continuity of learning for pupils and minimum disruption to their education.

All staff focus clearly on addressing the needs of individual pupils to ensure that they make the progress of which they are capable. Performance management procedures for teachers and teaching assistants support this aim and wider school improvement priorities well. For example, a focus on improving pupils' reading has had measurable impact on many pupils' skills. The headteacher has high expectations of all staff and supports them effectively to develop their professional practice. Strong, joint working with other local schools is a particularly good feature that has led to improved planning of learning experiences for pupils and more accurate levelling of pupils' work.

The governing body places the wellbeing and educational achievement of all pupils at the heart of its work. Governors have a good understanding of the work of the school, its strengths and areas for improvement. The school keeps governors informed well through visits to classes and by looking at pupils' work. For example, following staff training on developing pupils' numerical reasoning skills, a governor visited the Foundation Phase class to view its implementation. Detailed reports by the headteacher and regular presentations to governors' meetings by staff and pupils provide governors with valuable information about school developments. The governing body uses its knowledge of the work of the school well to hold it to account, such as when seeking explanations from the school over a fall in rates of attendance.

Improving quality: Good

The school's procedures for self-evaluation and improvement planning are effective in ensuring that all pupils achieve good levels of wellbeing and high educational standards. Formal and informal self-evaluation activities and a strong culture of school improvement amongst staff and governors is a clear feature of the work of the school. The scrutiny of pupils' work, assessments of individual pupil progress, lesson observations and the opinion of the school council feed directly into the content of the school's self-evaluation report. This identifies clearly valid areas for improvement. Given its small cohorts of pupils, the school also pays valuable attention to national trends and educational developments as a focus for school improvement. For example, the school has recognised the need to improve its provision for the development of pupils ICT skills in preparation for implementing the digital competency framework and has put in place sound action plans to address this.

There are close links between the development plan and the areas for improvement identified by its self-evaluation activities. The plan contains concise, clear actions that indicate achievable timescales, costings and lines of accountability. The school

evaluates its previous plans successfully and is developing a good track record of school improvement. For example, from looking at pupils' work the school identified that it was not covering the full range of skills and knowledge in the science curriculum. As a result, an effective review of science planning by staff led to a rise in the number of pupils achieving the higher level in science at the end of key stage 2.

Partnership working: Good

The school has particularly strong partnerships with parents. They play an essential role in ensuring that pupils have access to a full range of learning opportunities. For example, parents assist the school when transporting pupils on educational visits; they deliver music tuition in the form of ukulele lessons and assist teachers by hearing children read during the school day.

Partnerships with other local schools, particularly those within the existing federation, are strong. The school works very closely with Orierton and Stackpole schools to share resources and expertise. Teachers from all three schools work together on a regular basis to develop their curriculum planning to ensure continuity of learning for pupils after amalgamation. This relationship is effective in ensuring good pupil standards and is particularly important given the forthcoming amalgamation of the three schools.

Links with the local community benefit pupils in a variety of ways. For example, the school uses donations from the village community council to purchase ICT equipment and reading resources. These are beneficial in improving pupils' literacy and ICT skills. Participation in the village fete allows pupils to improve their numeracy and entrepreneurial skills.

The school works with the local comprehensive school and other feeder primaries to put in place arrangements that ensure a successful transfer from Year 6 to Year 7 for nearly all pupils. These include participation in joint cross-curricular projects and opportunities for pupils to visit their new school on taster days. Close working with other schools in the cluster ensures the accuracy of teacher assessment.

Resource management: Good

The school has enough qualified teachers and teaching assistants to meet the needs of pupils. The headteacher deploys the school's small number of staff efficiently to support agreed priorities and the specific learning challenges of individual pupils.

All staff benefit from a wide range of professional development opportunities. These link effectively with the priorities of the school development plan and the performance management objectives for individual members of staff. Work with other local schools is beneficial in ensuring the best use of limited funding for training. For example, joint training for teaching assistants on the use of incidental Welsh around the school has assisted with the improved oracy standards achieved by pupils. The school has appropriate arrangements for teachers' planning and preparation time.

Due to the local authority's re-organisation of primary schools in the area, the school has a significant but agreed budget deficit. However, the headteacher and governing body maintain tight control of the school's budget. They plan spending carefully to meet current priorities and use resources well to support pupils' needs. Good use of the pupil deprivation grant improves the wellbeing and standards achieved by pupils who are eligible for free school meals.

In view of the academic standards that pupils achieve overall, the school provides good value for money.

Appendix 1: Commentary on performance data

There are very small cohorts in many of the years of Foundation Phase and key stage 2 performance data available for this school. Where this is the case, we do not include a table of performance data.

Further information is available from the Welsh Government My Local School website at the link below.
<http://mylocalschool.wales.gov.uk/index.html?lang=eng>

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

The number of responses received were fewer than 10. No data will be shown.

Responses to parent questionnaires

The number of responses received were fewer than 10. No data will be shown.

Appendix 3

The inspection team

Jonathan Wright	Reporting Inspector
Matthew Evans	Lay Inspector
Geraldine Foley	Peer Inspector
Clive Condon	Nominee

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.wales)

Year groups, the Foundation Phase 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 local authorities.

The following table sets out the age ranges relevant to each year group. For example, Year 1 refers to the group of pupils who reach the age of six and Year 13 is the year group who reach the age of 18 during the academic year.

Primary phase:

Year	N	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	3-4	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 Foundation Phase and key stages cover the following year groups:

Foundation Phase	Nursery, Reception, 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

Glossary of terms – Primary

Foundation Phase indicator (FPI)

Progress in learning through the Foundation Phase is indicated by outcomes (from outcome 1 to outcome 6).

The Foundation Phase indicator (FPI) relates to the expected performance in three areas of learning in the Foundation Phase:

- literacy, language and communication in English or Welsh first language
- mathematical development
- personal and social development, wellbeing and cultural diversity

By the end of the Foundation Phase, at the age of seven, pupils are expected to reach outcome 5 and the more able to reach outcome 6.

Pupils must achieve the expected outcome (outcome 5) in the three areas above to gain the Foundation Phase indicator.

The core subject indicator (CSI)

Progress in learning through key stage 2 is indicated by levels (level 1 to level 5).

The core subject indicator in key stage 2 relates to the expected performance in the core subjects of the National Curriculum:

- English or Welsh first language
- mathematics
- science

By the end of the key stage 2, at the age of 11, pupils are expected to reach level 4 and more able pupils to reach level 5.

Pupils must gain at least the expected level (level 4) in the three core subjects to gain the core subject indicator.

All-Wales Core Data sets

Inspection reports may refer to a school's performance relative to a family of schools or to schools with a broadly similar proportion of pupils eligible for free school meals.

In relation to free school meals, schools are placed into one of five bands according to the three-year trend in the proportion of pupils eligible for free school meals in the school. The school's performance is then placed into quartiles (from the top 25% to the bottom 25%) in relation to how well it is doing compared with other schools in the same free school meal band.

The Welsh Government created the families of schools (typically a group of 11 schools) to enable schools to compare their performance with that of similar schools across Wales. The composition of the families draws on a number of factors. These include the proportion of pupils eligible for free school meals and the proportion living in the 20% most deprived areas of Wales. They also draw on the proportion of pupils with special education needs at school action plus or with a statement of special educational needs, and pupils with English as an additional language.