

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

**A Report on the Quality of Education in**

**Pennar Community School  
Owen Street  
Pennar  
Pembroke Dock  
Pembrokeshire  
SA72 6SL**

**School Number: 6682248**

**Date of Inspection: 03 March 2008**

**by**

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

The inspection of Pennar Community School took place between 03/03/08 and 06/03/08. An independent team of inspectors, led by Robert Stuart Wormleighton undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a **full** inspection.

## Year groups and key stages

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

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

Primary phase:

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. Pennar Community School is a newly amalgamated school established in September 2006, following the closure of Pennar Junior and Pennar Infant Schools and the previous closure of Albion Square Infant School. The current head teacher had been the head teacher of Pennar Junior School for five years and the deputy head teacher, originally deputy head of Albion Square had served as the acting head teacher of Pennar Infant School for the twelve months prior to amalgamation.
2. The school is located on a split site some two hundred and fifty metres apart and serves the areas of Pennar, Llanreath and Bufferland, although approximately thirty-five percent of its pupils attend from outside the school's catchment area.
3. Pupil numbers are declining in line with demographic trends. Currently the school has 251 pupils on role plus twenty-five nursery children who attend on a part-time basis in the morning or afternoon. In addition the school also provides a 'Flying Start' facility for children over the age of two.
4. Pupils come to school with a wide range of academic and social attainment, although many have speech and language difficulties and communication problems.
5. The area is described by the school as being not really socially disadvantaged. Twenty three percent of pupils have an entitlement to free school meals, which is above the Local Education Authority (LEA) average of 14 per cent. Ninety eight per cent of pupils come from English speaking homes, no pupils have Welsh as their first language and two percent are learning English as an additional language. Thirty-four percent have been identified as having special educational needs. This figure is above the LEA average of 28 per cent.
6. The school has been awarded the Basic Skills Agency's Award for the third time, and renewed its Investors in People status in 2007. It has also received the Health Promoting School's Award for the sixth time and the Pembrokeshire Sustainable Schools Award.

## **The school's priorities and targets**

7. The school's aims are:

- To educate pupils intellectually, spiritually, socially, morally, aesthetically, physically and spiritually.
- To enable pupils to grow in each of these areas and achieve fullness of life through discovering and developing their talents and by putting before them positive and realistic goals.
- To promote positive values within the school and to encourage in pupils a sense of decency, commitment, self-reliance, responsibility, respect for others and a healthy self-esteem.
- To help pupils find a true vocation in life; to prepare them for the world of work and life in the community beyond the school; to encourage everyone to be a rounded person capable of making a positive contribution to society and to the environment in which they are to 'live, move, and have their being'.
- To stimulate in the child a sense of curiosity and excitement about the world and to encourage them to search for truth, meaning and purpose in life; to provide an opportunity to search for a faith by which to live.

8. The school has identified the following as its main areas for development:

- To continue with the development of the Curriculum Co-ordinators.
- The preparation for Curriculum Wales 2008.
- To review and further develop Information and Communication Technology.
- Raising standards in reading and revise the schemes of work.
- To continue to prepare for the Foundation Phase of education.
- Raise standards in Mathematics; and,
- Further develop pupils' Thinking skills.

## Summary

9. Pennar Community School is a good school with no important shortcomings. The way pupils are cared for, guided and supported is an outstanding feature of the school. The school has outstanding features in several other areas including, aspects of how it meets the needs and interests of learners and the community, the leadership of the school and its management of resources.
10. The school has made very good progress since the amalgamation of the Infants and Junior Schools in establishing a primary school ethos and in improving key areas of the school life.

### Table of grades awarded

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

### Standards

#### Areas of Learning for Under-fives

Language, literacy and communication	Grade 2
Personal and social development	Grade 2
Mathematical development	Grade 2
Knowledge and understanding of the world	Grade 2
Creative development	Grade 2
Physical development	Grade 2

#### Grades for standards in subjects inspected

Inspection Area	Key Stage 1	Key Stage 2
English	2	2
Welsh second language	3	3
Mathematics	2	2
Science	2	2
Information technology	2	2
Design technology	2	2
History	2	2



Geography	2	2
Art	2	2
Music	2	2
Physical education	2	2
Religious education	2	2

11. During the inspection, standards of achievement in the sixty-nine lessons observed were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
7%	79%	14%	0%	0%

12. These figures are above the targets set by the Welsh Assembly Government in its publication Vision into Action, that state that by 2010 the quality of learning assessed by Estyn should be grade 3 or better in 98 per cent of classes.
13. Children's attainment is measured on entry to the school at age three and although there is a wide range of abilities overall attainment is below the expected LEA and national averages. Although there is improvement in all areas of children's performance, and they make good progress in their first year in school, baseline data at age four indicates that the majority of children are still scoring below the LEA and national averages. The overall quality of the educational provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Desirable Learning Outcomes for Children's Learning.
14. Pupils make good progress and meet and often exceed the targets set for them and show good attainment. Pupils with additional learning needs, including those with SEN, are well supported, and make very good and at times outstanding progress.
15. Overall, pupils achieve good standards in the development of their key skills. Their communication skills of speaking, listening, reading and writing and their numeracy and information and communication technology skills are good in both key stages and are well used across the curriculum. However pupils' bilingual competence is underdeveloped.
16. Statutory assessment results at the end of key stage 1 in 2007 were equal to the national average in English, but just below the national average in mathematics and science.
17. At the end of key stage 2 in 2007 statutory assessment results were equal to the national average in English and above the national average in mathematics and science.
18. An analysis of the rolling averages for this year and those years just prior to amalgamation indicates that the school is making steady progress in both key stages.

19. In every class, pupils of all ages and abilities respond extremely well to the range of learning opportunities. Pupils show motivation and make effective use of their time and most pupils make good and often very good progress towards fulfilling their potential. However pupils' own awareness of how well they are doing and what they have to do to improve and their ability to work with increasing independence are underdeveloped.
20. The average attendance for the three terms leading up to the inspection was 92 per cent which is just below the local and national figures, illness accounts for most absences although increasingly holidays are being taken during term.
21. Through effective strategies such as circle time, pupils develop their self-esteem and confidence and are learning how to collaborate well. Behaviour throughout the school is good; they know what is expected of them and the consequences if rules are broken. The pupils' personal development is good. Pupils are thoughtful and reflective they have a strong feeling of belonging to a happy orderly community.
22. The school has strong links with schools in other countries. Pupils' knowledge of Welsh culture is good and respect for diversity is well established due to initiatives such as Global Week. They have a good awareness of equal opportunity issues and their understanding of their place in the community and of the working world are good.

## **The quality of education and training**

### **Grades for teaching**

23. The quality of teaching was judged to be as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
16%	72%	12%	0%	0%

24. Teachers and support staff use a variety of teaching methods and a variety of resources to actively engage pupils. They have appropriate subject knowledge and lessons are well structured, appropriate time limits are set and they have very good relationships with the pupils.
25. When teaching is outstanding lessons contain, challenging questioning and good pace. Teachers create a special atmosphere when introducing lessons; they employ positive teaching methods that establish very effective class management and challenge pupils.
26. Where teaching has shortcomings, introductions to lessons are too long, some activities do not sufficiently challenge pupils and opportunities for independent learning are limited.
27. The quality of the school's assessment recording and reporting procedures for the under-fives and for key stage 1 and key stage 2 is good. Appropriate use is made of the information gathered through a number of assessment procedures, to plan for and improve learning. The system for closely monitoring pupils' performance is effective and allows for the setting of targets

for improvement. Pupils' work is regularly marked, positive and encouraging comments are made, but teachers do not always indicate clearly to pupils how they can improve their work. The annual reports to parents meet statutory requirements and give a clear picture of pupils' achievements in all subjects.

28. The school's curriculum meets pupils' needs and interests well. It is broad, balanced and accessible to all pupils, including those with SEN and disabilities and meets all the legal and course requirements of the National Curriculum.
29. A particularly effective element in the curriculum is the provision for out-of-school activities and visits to places of educational interest, including historical and industrial sites and local buildings.
30. The school promotes pupils' personal development including their spiritual, moral, social and cultural development well. Spirituality is developed during assemblies and during certain aspects of other curriculum areas. The promotion of Welsh culture and heritage is good, but bi-lingualism is underdeveloped.
31. Arrangements for pupils' Personal and Social Education are good. Provision is enhanced by regular 'circle time,' the work of the School Council and the school's involvement in the Health Promoting Schools scheme. These are outstanding features of the school.
32. The school reflects the needs of the community well; it is enriched by very effective partnerships with parents, the local cluster group of schools, the Church and the whole community.
33. The school's arrangements to tackle social disadvantage and ensure equality of opportunity and access for pupils to the curriculum are good with outstanding features.
34. The provision for sustainable development and global citizenship is an outstanding feature. Pupils talk knowledgeably about recycling materials and energy conservation and show care for their environment. Pupils develop the skills required to support economic development.
35. Parents recognise and appreciate the consistently high quality of care, support and guidance in every part of the school. There are several outstanding aspects to provision. Pupils are treated with respect and dignity and their views are always sought when plans are made to support specific needs. Very close partnerships exist with parents. Induction arrangements are good both into the nursery class and into the main school.
36. Outstanding arrangements for promoting personal and social development exist. A very detailed and co-ordinated approach is given to teaching the importance of keeping healthy and of keeping safe.
37. The quality of provision for additional learning needs is an outstanding feature of the school. There are good procedures in place for the early diagnosis of

learning needs. Support for pupils is very effective and appropriate arrangements for pupils whose behaviour may cause concern are very well established in the school

38. The school council is a very important part of school and is an outstanding aspect of provision. It is exemplary because it is so well established and its discussion is shared promptly with each class council.

### **Leadership and management**

39. The head teacher is a caring and very enthusiastic leader, who has high expectations of himself and of members of staff. The clear direction he gives is an outstanding feature of the school. He is well supported by the deputy head and the senior management team. There is good communication and liaison within all areas of the school and this has been a key factor in the improvement of standards and educational provision since the school was established in 2006.
40. The school has responded well to Welsh Assembly Government initiatives and priorities. The school has the Basic Skills Agency award, is a 'Health Promoting School' and has the Pembrokeshire Sustainable Schools Award. There is a good transition plan in place within the catchment area.
41. Governors are very supportive of the school and several are very experienced and knowledgeable. They have been effectively involved in managing the amalgamation and in steering the direction the new school is going. The governing body fulfils its statutory duties well.
42. The process of self-evaluation is a developing practice in the school and is used effectively to make improvements and the school seeks the views of all relevant parties. The links between the processes of self-evaluation and planning for improvement in the School Development Plan are generally thorough.
43. The school uses performance data effectively to inform judgements and evaluates specific trends over time. The school's self-evaluation of this area is based on first-hand evidence and the school co-operates effectively with the LEA to target areas for improvement. However aspects of the school's procedures for monitoring based on first hand classroom observation are less developed.
44. There are sufficient staff resources to support the number of pupils on roll. Teachers are well-qualified and well deployed. The school employs several Learning Support Assistants who make an outstanding contribution to the overall quality of learning. The quality and quantity of learning resources, both within the classroom and outdoors are good and although the school operates on two separate sites accommodation is good overall.
45. Effective use is made of available resources, spending is regularly reviewed and evaluated. The school successfully secures funding from a number of sources; this is used well to enhance learning opportunities for all pupils. The school ensures value for money.

## Recommendations

46. The school needs:
- R1 To continue to improve pupils' standards of bi-lingualism and ensure that strategies are developed whereby continuity and progression in the teaching of Welsh will lead to the raising of standards in the subject.
  - R2 To increase pupils' involvement in planning for their own progress and further develop the capacity of all pupils to work with increasing levels of independence.
  - R3 To further develop first hand evidence through the monitoring and moderating procedures to provide a sharper focus on standards and the opportunity to identify and spread the areas of good practice evident throughout the school.
  - R4 To review current arrangements and implement changes to improve the attendance of pupils.

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

## Standards

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

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

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

#### Grades for standards in subjects inspected

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
7%	79%	14%	0%	0%

48. These figures are above the targets set by the Welsh Assembly Government in its publication Vision into Action, that state that by 2010 the quality of learning assessed by Estyn should be grade 3 or better in 98 per cent of classes.

49. Children's attainment is measured on entry to the school at age three and although there is a wide range of abilities overall attainment is below the expected LEA and national averages. Although there is improvement in all areas of children's performance, and they make good progress in their first year in school, baseline data at age four indicates that the majority of children are still scoring below the LEA and national averages. The overall quality of the educational provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Desirable Learning Outcomes for Children's Learning. By the end of the reception year children are well adjusted to school life, settle quickly to tasks and work hard with good levels of concentration.

50. In the early years, standards in the areas of learning inspected are as follows:

Language, literacy and communication	Grade 2
Personal and social development	Grade 2
Mathematical development	Grade 2
Knowledge and understanding of the world	Grade 2
Creative development	Grade 2
Physical development	Grade 2

51. In key stage 1 and key stage 2, standards in the subjects inspected are as follows:

Inspection Area	Key Stage 1	Key Stage 2
English	2	2
Welsh second language	3	3
Mathematics	2	2
Science	2	2
Information technology	2	2
Design technology	2	2

History	2	2
Geography	2	2
Art	2	2
Music	2	2
Physical education	2	2
Religious education	2	2

52. All pupils achieve well regardless of their social, ethnic or linguistic backgrounds. They cope well with the work that is set for them and make very good and at times outstanding progress.
53. Overall, pupils achieve good standards in the development of their key skills. Their communication skills of speaking, listening, reading and writing and their numeracy and information and communication technology skills are good in both key stages and are well used with increasing competence across the curriculum. However pupils' bilingual competence is underdeveloped.
54. Tracking systems within the school confirm that individual pupils make good progress and meet and often exceed the targets set for them and show good attainment.
55. Statutory assessment results at the end of key stage 1 in 2007 were equal to the national average in English, but just below the national average in mathematics and science. The Core Subject Indicator (the percentage of pupils reaching level 2 in each core subject) of 78 per cent, for 2007, was just below the national average of 80 per cent.
56. When compared with similar schools (those with approximately the same percentage entitled to receive free school meals), the 2007 key stage 1 results were in the top 50 per cent for English, in the bottom 50 per cent for mathematics and in the bottom 25 per cent for science.
57. At the end of key stage 2 in 2007 statutory assessment results were equal to the national average in English and above the national average in mathematics and science. The Core Subject Indicator (the percentage of pupils reaching level 4 in each core subject) of 78 per cent, was above the national average of 74 per cent.
58. When the key stage 2 results are compared with those in schools with similar numbers of pupils entitled to receive free school meals the school was just below the top 50 per cent for English, within the top 50 per cent for science and in the top 25 per cent for mathematics.
59. An analysis of the rolling averages for this year and those years just prior to amalgamation indicates that the school is making steady progress in both key stages. Currently there is no discernible pattern in the variation of the performance of boys or girls at either key stage.
60. In every class, pupils of all ages and abilities respond extremely well to the range of learning opportunities. Most pupils achieved the targets set at the

end of key stage 1 in 2007. In key stage two, attainment was above expectations in all three core subjects.

61. Although most pupils make good and often very good progress towards fulfilling their potential pupils' own awareness of how well they are doing and what they have to do to improve is limited. While pupils have targets in English and mathematics in particular, pupils make little reference to them during lessons and some have difficulty recalling the detail of them.
62. Pupils show motivation and make effective use of their time. Through effective strategies such as circle time, they develop their self-esteem and confidence and are learning how to collaborate well. They feel they have a voice within the school, take their responsibilities seriously and show a commitment to their roles.
63. Behaviour throughout the school is good with no important shortcomings. Pupils know what is expected of them and understand the need for rules and the consequences if they are broken.
64. Although the average attendance for the three terms leading up to the inspection was 92 per cent which is just below the local and national figures the majority of pupils have good attendance and pupils generally arrive very promptly for school. Just a small minority have annual rates which are below those expected but the school is fully aware who is not in school and why. It takes good account of guidance (Circular 3/99) when recording and reporting absences. Illness accounts for most absences although increasingly holidays are being taken during term.
65. Pupils' ability to develop the capacity to work independently is developing slowly. Their ability to develop good independent learning skills, particularly in investigative work in mathematics and science, has good features but there are some shortcomings.
66. The pupils' personal development is good. Pupils are thoughtful and reflective. In several classes they have opportunities to write their own prayers. The pupils enjoy coming to school and benefit from its warm, friendly ethos. Pupils have a strong feeling of belonging to a happy orderly community where learning can thrive and this is also acknowledged by the parents.
67. Pupils' knowledge of Welsh culture is good and their respect for diversity is well established due to initiatives such as Global Week. The school has strong links with schools in Latvia, Denmark and Ireland. The objectives of the equal opportunities policy are evident in pupils' attitudes. Their understanding of their place in the community and of the working world is good with no important shortcomings.



## The quality of education and training

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

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

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

69. In the 69 lessons observed, the quality of teaching was judged to be as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
16%	72%	12%	0%	0%

70. This is above the figures identified in the most recent Chief Inspector of Schools Annual Report where the quality of teaching is good or better (grade 1 and 2) in 79 per cent of lessons, but it is below the figure of 17 per cent reported for the quality of teaching that is outstanding (grade 1) in lessons. The figures are also above the 2010 targets set by the Welsh Assembly Government for 80 per cent of lessons to be grade 2 or better.

71. The outstanding features of teaching include:

- Challenging questioning and good pace of lessons;
- Teachers creating a special atmosphere when introducing lessons;
- Positive teaching methods that establish very effective class management and challenge pupils.

72. Good features of teaching include:

- Shared learning objectives with the pupils;
- Teachers with sound knowledge and understanding of the subjects they teach;
- Effective use of learning support assistants ensuring full access to the curriculum for all pupils;
- Purposeful use of a variety of resources to ensure pupil interaction;
- Planned and structured group activities that encourage discussion and decision making in key stage 1;
- Using appropriate ICT resources such as the interactive whiteboard to enhance learning and provide a range of approaches and strategies to capture pupils' attention and maintain their interest throughout the lessons;
- Teachers' awareness of individual pupils' needs in social settings.

73. Shortcomings in the teaching include:

- Overlong introductions;
- Differentiated activities are not consistently challenging;
- The opportunities for independent learning are limited.

74. Teachers set appropriate time limits for the completion of tasks and work with individuals and groups to keep them on task. They have very good relationships with the pupils, being both firm and sympathetic as required.
75. The current teachers have appropriate subject knowledge and are keen to keep abreast with new initiatives such as incorporating ICT into their lessons. Teachers and support staff use a variety of teaching methods, including the use of the local environment, the library, multi-purpose rooms and the ICT suite, to actively engage pupils. Although teachers promote bilingualism appropriately, the use of incidental Welsh is limited.
76. Lessons are well structured. However, learning objectives are not consistently communicated to pupils at the beginning of lessons. Homework is set to further develop class work and is differentiated according to the ability of each class.
77. The school promotes equality of opportunity and actively addresses the issues of gender, race and disability equality effectively. This is a strength of the school.
78. The school's assessment recording and reporting procedures meet statutory requirements. The quality of assessment for the under-fives and for key stage 1 and key stage 2 is good. Appropriate use is made of the information gathered through a number of assessment procedures, including teachers' assessments, to plan for and improve learning.
79. Regular records are kept of the progress of all pupils. The system for closely monitoring pupils' performance is effective in providing information about the progress of individuals and allows for the setting of targets for improvement. This includes effective individual education plans for pupils with additional learning needs.
80. The school makes collections of pupils' work in English, Mathematics and Science. These are detailed and levelled appropriately and are being extended to include all subjects. The school is in the process, of moderating end of key stage standards with other schools in the area, but has yet to complete this for all core subjects.
81. Pupils' work is regularly marked but the quality of marking is inconsistent throughout the school. Positive and encouraging comments are made frequently, but teachers do not always indicate clearly to pupils how they can improve their work. Teachers set individual targets alongside pupils and this is good practice. Pupils are involved in setting and reviewing their own targets in English and are beginning to show an awareness of their personal learning needs. This is not as developed in the other core or foundation subjects.
82. The annual reports, annual reviews of statements for pupils with additional learning needs and the end of key stage assessment reports all meet statutory requirements. Reports to parents give a clear picture of pupils' achievements in all subjects. They include targets for improvement and pupils' responses.

This is good practice. Parents are invited to discuss their children's work when they have received the annual reports from the school.

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

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

83. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
84. The curriculum is broad, balanced and accessible to all pupils, including those with SEN and disabilities. It meets all the legal and National Curriculum course requirements. The overall quality of the educational provision for the under-fives is appropriate to their needs and the pupils make good progress towards the Desirable Outcomes for Children's Learning.
85. The school works closely with other professionals to identify pupils with SEN. It has sought to raise standards via a number of initiatives such as that for improving critical thinking skills and Active Learning for the Foundation Phase.
86. All policies and the English scheme of work have been re-written since the schools amalgamated in September 2006. Although this represents a major achievement by the school's staff, some of these schemes, and the planning for key and basic skills and bilingualism across the curriculum, have not yet had time to become embedded and become reflected in pupils' standards.
87. In key stages 1 and 2, plans to raise pupils' standards and progress in the key skills of speaking, listening, reading, writing, numeracy and information and communications technology (ICT) across the curriculum are good and the school gained the Basic Skills Quality Mark in October 2006. The school however recognises that the planning of key skills needs to be more formalised and that the development of pupils' competence in bilingual skills is an area for development.
88. A particularly effective element in the curriculum is the provision for out-of-school activities and the enrichment of the curriculum by a very good range of clubs, cultural and sporting activities. In addition the curriculum is considerably enriched by visits to places of educational interest, including historical and industrial sites and local buildings. All pupils have access to a wide range of activities and the take up is high. Pupils in Years 5 and 6 have opportunities to take part in a residential visit to Llangrannog and to the Urdd Centre in Cardiff Bay.
89. The curriculum is further enhanced by music lessons for pupils provided by a peripatetic teacher. The school has a very good choir and they perform regularly in the local community. Pupils also benefit as a result of linking with other primary schools for sporting fixtures and musical activities.

90. The school promotes pupils' personal development including their spiritual, moral, social and cultural development well. Spirituality is developed well during assemblies and during certain aspects of English, art and music lessons. The school provides pupils with a strong sense of right and wrong. Pupils are encouraged to behave as responsible members of their local community and of the wider world. The use of Golden Time gives pupils a target to achieve and contributes to the excellent attitudes of the pupils.
91. The school has strong links with local churches. Collective worship takes place daily. A whole school weekly service is used appropriately to celebrate pupils' achievements and raise their self-esteem.
92. The school actively promotes pupils' cultural development. Pupils develop a good understanding of their own and others cultures in history, geography, art and music.
93. Arrangements for pupils' Personal and Social Education, including health and sex education are good in key stages 1 and 2. Provision is enhanced by regular 'circle time' and the work of the School Council. The school provides many good opportunities for pupils to take responsibilities and make decisions when representing their peers on the School Council or when submitting ideas to it.
94. The school is enriched by very effective partnerships with parents, the cluster group, the Church and the whole community. A regular newsletter is provided for parents. Visiting speakers, for example the Writer's Club and the National Park wardens enrich several aspects of the curriculum. Excellent links exist with the comprehensive school which promote curriculum initiatives. The school's involvement in the Health Promoting Schools scheme is an outstanding feature.
95. There is suitable emphasis on the teaching of Welsh culture and heritage through *Y Cwricwlwm Cymreig*. The school has strong links with its local community and this is recognised in many aspects of the curriculum.
96. The school's arrangements to tackle social disadvantage and ensure equality of opportunity and access for pupils to the curriculum are good with outstanding features. The school benefits from sponsorship in order to ensure equality of access for all sporting and educational trips.
97. The provision for sustainable development and global citizenship is an outstanding feature. Pupils are given a very wide range of opportunities to take part in environmental and recycling projects. Pupils talk knowledgeably about recycling materials and energy conservation. They care for their environment and take measures to make the school garden both attractive and profitable.
98. Pupils develop the skills required to support economic development through their involvement in Global Week and the School Fayre. Pupils take ownership of the daily fruit tuck shop and are responsible for the financial side

of the day to day running of it. The School Council nominates and organises fund raising events for charities, for example Water Aid, Africa and LEPRAs.

99. The school gives good attention to developing national priorities for lifelong learning and community regeneration. The premises are used to provide opportunities for their promotion and these have forged extra community links. A breakfast club and after school initiatives have been established and both clubs have grown in popularity.

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

##### **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. Parents recognise and appreciate the consistently high quality of care, support and guidance in every part of the school. All staff follow the example set by the head teacher when supporting every pupil equally and because relationships are so good pupils feel valued and very secure in the school. There are several outstanding aspects to provision.
102. Pupils are treated with respect and dignity and their views are always sought when plans are made to support specific needs. These are overseen by staff who work alongside the head teacher when for example outside agencies and parents are involved. Very effective use is made of many outside agencies. There is a uniformity of approach and clear cohesion in the way all care arrangements are managed. This is a strength of the school.
103. Very close partnerships exist with parents who say they are very pleased with communication and the way they are kept informed and involved in all decisions about what is the best way forward for their children. They share in individual education plans. They recognise the strong "teamwork" and they praise the head teacher; both of which are significant factors in ensuring high standards of care and support.
104. Induction arrangements are good both into the nursery class and into the main school. Close links exist with the "Flying Start" group also on site. Pupils who are new in school settle very quickly because they are really welcomed by the friendly pupils and they appreciate the warm relationships within the school.
105. Outstanding arrangements for promoting personal and social development exist.
106. A very detailed and co-ordinated approach is given to teaching the importance of keeping healthy and of keeping safe. The school has been recognised for reaching Phase 6 of the Health Promoting Schools initiative, which is an outstanding achievement. Drugs education is very well delivered. Pupils understand the principles of healthy lifestyles and enjoy many extra sporting

activities. Excellent links exist with outside groups to support vulnerable families and these impact very positively on behaviour and personal development. Pupils value Circle Times because they know their views are important in resolving any issues.

107. The quality of provision for additional learning needs is an outstanding feature of the school. There are good procedures in place for the early diagnosis of pupils' needs. Ways of improving this further through the extension of the current screening programme has been identified by the SENCo.
108. The SENCo liaises very effectively with class teachers, parents, the local authority psychological and other external agencies. Special needs are identified early, appropriate individual educational plans are drawn up and suitable support is provided for the pupils. Teachers, parents and pupils are all actively involved in the process and are aware of the targets set. Pupils' performance is monitored and reviewed throughout the year and formally each term.
109. Support and provision for pupils both within the class and during withdrawal sessions is an outstanding feature. The wide range of provision through careful timetabling and the inter-year mobility of pupils, together with the methods used, are very effective and compliment the work in class; as a result pupils make measurable progress and generally meet the targets set for them. Pupils with SEN are well supported by learning support assistants and volunteers who freely give of their time.
110. The support the school provides for pupils whose behaviour may impede their own progress and the progress of other pupils is an outstanding feature. Pupils whose behaviour is a cause for concern are counselled and parents fully involved. Anti-bullying measures are very effective. Behaviour systems are very well established in the school and expectations very clearly understood. Rules are simple and are well displayed. Golden Time, Golden Table and Golden Trip all work very well in encouraging excellent manners, politeness, good behaviour and positive attitudes to work and to each other.
111. The school council is a very important part of school and is an outstanding aspect of provision. It is exemplary because it is so well established and its discussion is shared promptly with each class council. Regular meetings are chaired and recorded by older pupils and include the views of every child present. Teachers never dominate proceedings. Consequently when motions are carried pupils are very used to giving their own views and are not swayed by their friends' often differing opinions. Meetings move along briskly and give all present outstanding opportunities in speaking, listening and most importantly in gaining confidence. Pupils are very much a part of the decision making process and meetings are also much enjoyed by all present.
112. Attendance is very carefully monitored and recorded. Arrangements for morning registration are well established. While rates have declined a little this year the school works hard to promote good attendance for all and

phones families on day one of any unexplained absence. Punctuality is also monitored closely.

113. Governors play an effective part in overseeing and monitoring health and safety and their expertise is used in many areas of care and support. Risk assessments are well developed and include the opinions of the pupils which is an outstanding aspect.
114. All policies and procedures, which contribute to these high standards of care and wellbeing, are carefully considered, regularly reviewed and many have been re-written for the new school. A key feature of all policies is the implicit and explicit reference made to ensuring equal opportunities and to providing what is best for children.
115. Procedures to ensure child protection is assured are robust and well managed and overseen by a named governor and two members of staff. Appeals and complaints procedures are shared but rarely used because parents readily approach the head teacher as the first port of call if they are worried about anything.
116. The head teacher and staff recognise and respect the diversity of pupils' backgrounds and make sure that all pupils are treated equally and valued as individuals. The racial awareness policy has been reviewed this school year. Policy and practice is outstanding in ensuring this is an inclusive school. Parents recognise it as such and the pupils themselves also respond that they are definitely treated fairly and equally.
117. Opportunities are equally given for example within the choir, within sport and for all visits and trips. Good race relations are very successfully promoted and the school gives time to widen the horizons of pupils. Staff challenge stereotypical responses. The school plans and provides many opportunities for pupils to study other cultures – recent visitors from New Zealand and Germany have provided interest. Governors have adopted the school's Disability Equality Scheme. Many appropriate statutory policies exist which demonstrate the school's commitment to inclusion.

## Leadership and management

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

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

118. The findings of the inspection team are one grade lower than the judgement made by the school in its self-evaluation report. The inspection team did not identify sufficient outstanding features to corroborate the school's judgement.
119. The head teacher is a caring and very enthusiastic leader, who has a passion for the development of Pennar School and its pupils. He has high expectations of himself and of members of staff. The clear direction he gives is an outstanding feature of the school. He provides an overview and structure through which the school's values, aims, objectives and targets can be promoted.
120. The head teacher is well supported by the deputy head and the newly appointed members of the senior management team. There is good communication and liaison within all areas of the school and this has been a key factor in the establishment of good working practices and the improvement of standards and educational provision, since the school was established in 2006.
121. Due to the carefully thought out arrangements during the transitional period following amalgamation the recently appointed subject leaders are developing a good overview of their subjects; considerable progress has been made in re-writing policies, schemes of work.
122. Performance management procedures though at times lacking formal classroom observations are carried out through a comprehensive system of teachers' continuing professional development that identifies the training needs of individual staff linked to the demands of the school development plan.
123. The school has responded well to Welsh Assembly Government initiatives and priorities. The school has the Basic Skills Agency award, is a 'Health Promoting School' and has the Pembrokeshire Sustainable Schools Award. There is a good transition plan in place with schools, working in partnership on assessment portfolios to moderate standards within the catchment area.
124. Governors are very supportive of the school and several are very experienced and knowledgeable. They have been involved in managing the amalgamation well and in helping to shape the shared vision and in steering the direction the new school is going. Much time has been spent in the last eighteen months in reviewing policies and procedures for the school. In addition they have been fully involved in many decisions which have been made regarding staffing, finances and resources. The governing body fulfils its statutory duties well.



125. Governors are kept fully informed about performance and progress being made in all areas identified for improvement in the school development plan. The management committee, which includes two governors, meets every month meaning some individual governors are working very closely with the school.
126. The governing body is very well involved in monitoring finances and provision for special educational needs. Their part in self-evaluation is developing positively. Some governors are very newly appointed and are beginning to develop their roles through for example taking advantage of training opportunities.

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

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

127. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
128. The process of self-evaluation is a developing practice in the school following the recent amalgamation of the junior and two infant schools. In most aspects of school life, the head teacher, senior managers and governors use information effectively to make improvements. The links between the processes of self-evaluation and planning for improvement in the School Development Plan are generally thorough.
129. The monitoring role of the head teacher, deputy head teacher and subject leaders is becoming more established as the newly amalgamated school moves forward with its well thought out development plan. Although effective classroom observation, focussing on raising standards has been carried out in mathematics and science, it is not yet established for other subjects. The school has identified in the School Development Plan and self-evaluation report that this needs further development. Performance Management is operational and job descriptions note the specific roles and tasks of senior and middle managers.
130. The school uses performance data effectively to inform judgements and evaluates specific trends over time. The school's self-evaluation of this area is based on first-hand evidence and the school co-operates effectively with the LEA to target areas for improvement.
131. The school seeks the views of pupils, parents, staff, the governing body, the LEA and the wider community to inform its self-evaluation. This is good practice. The consultation process is detailed and provides clear evidence from a range of stakeholders and agencies that have an interest in the school.
132. The school council is an outstanding forum that allows pupils' views to be heard constructively. Questionnaires sent to parents, as part of the school's

self-evaluation process, highlighted areas of concern for some parents. The school has addressed these concerns effectively. The governing body is well informed about the self-evaluation process and under the guidance of the head teacher, is pro-active in further developing and refining the self-evaluation systems.

133. All staff work as a very effective team. Good dialogue exists within key stages and between classes. Teachers and support staff are aware that they have a role in the school's self-evaluation process and their input is valued.
134. The quality of the self-evaluation report produced by the school prior to the inspection is detailed and targets areas for development. It provides a clear overview of the school's position. It identifies in detail those areas and aspects which are strengths within the school or those which require further attention.
135. The school makes efforts to obtain measures to evaluate its performance. It uses national and local data to target areas that have shortcomings. It works with the LEA to allocate resources and expertise to raise standards.
136. The school has made very good progress since the amalgamation of the Infant and Junior Schools in establishing a primary school ethos and in improving key areas of the school life.
137. The school has built on the good progress made since the previous inspections of the Infant School in 2000 and the Junior School in 2003. The key issues noted in the inspection reports have been addressed and improvements are evident in the subject areas that had shortcomings.
138. The judgements of the inspection team agree with the school's self-evaluation in five of the seven key questions.
139. In Key Questions 5 and 7, the inspection team did not identify sufficient outstanding features to corroborate the school's judgements of grade 1. Both are graded as grade 2.

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

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

140. The findings of the inspection team are one grade lower than the judgement made by the school in its self-evaluation report. The inspection team did not identify sufficient outstanding features to corroborate the school's judgement.
141. There are sufficient staff resources to support the number of pupils on roll. Through careful budget management, the head teacher and governors have maintained good pupil-teacher ratios. Teachers are well -qualified and have the expertise to teach all aspects of the curriculum. Staff development arrangements, incorporating induction for newly qualified teachers and

continued professional development are well-organised and effective. Strong emphasis is placed on the professional development of staff in line with the school's priorities and targets whilst addressing individual needs.

142. All members of staff have clear roles and are managed effectively to maximise the use of their expertise, experience and time. Despite the fact that the school operates on two separate sites, there is a good team spirit within the school which ensures that staff work well together, sharing views and experience in the best interest of pupils.
143. The deployment and management of staff is an outstanding feature overall. Governors have decided to make it a priority to keep the numbers of support staff very high, and levels of practical and academic support for individual or small groups and the contribution they make to the overall quality of learning is outstanding. They are aware of lesson planning and are well acquainted with lesson objectives. Their expertise is used extremely effectively, for example, during teachers' planning, preparation and assessment time. The school has invested considerably in the professional development and support of LSA's through the medium of GNVQ courses.
144. The school fully meets statutory requirements for workload remodelling and every member of the teaching staff is allocated appropriate planning, preparation and assessment time. Very good use is made of the expertise of teachers and the school's Higher Level Teaching Assistants employed to cover for colleagues during these sessions.
145. The quality and quantity of learning resources, both within the classroom and outdoors are good and meet the needs of pupils well. An extensive range of teaching and learning materials, are available to all members of staff to cater for the needs of all pupils. There has been a significant investment in a commercial phonic scheme of work and in information technology. All classes have interactive whiteboards. This investment has had a positive impact on the standards of literacy and ICT within the school. The outdoor areas provide good quality provision for sport, study and recreation. The Early Years make good use of the extensive grounds on their site to provide stimulating activities showing good awareness of the impending Foundation Phase requirements. The majority of classrooms on both sites have an outdoor covered area that is used effectively. The playground is in good condition and the grounds are well maintained.
146. The school operates on two separate sites necessitating staff and, occasionally pupils, to travel some distance along a residential road. However, staff do not allow the split site accommodation to affect their expectations of pupils or the quality of learning they provide.
147. Overall, the interior and exterior of the school buildings are well kept, clean and tidy. Classrooms on both sites provide ample space for the number of pupils on roll and a suitable and effective learning environment. The main hall on both sites is well used for PE, drama, music and assemblies. Access to all parts of the school for pupils, staff and visitors is good. The good quality

colourful displays within all areas of the school make a considerable contribution to creating a stimulating environment for learning and for celebrating pupils' work.

148. The administrative assistant, caretaker, cleaners, mid -day supervisors and canteen staff provide effective support and contribute well to school life. They ensure that day-to-day routines are smooth and efficient.
149. Effective use is made of available resources. The financial implications of all priorities in the School Development Plan are given careful consideration in the light of costs and benefits to the school. Subject co-ordinators take responsibility for resourcing their subjects after an audit and consultation with staff. The school successfully secures grants from a number of sources, thus saving money from its allocated budget. This additional funding is used well to enhance learning opportunities for all pupils and the professional development of staff.
150. Funding is clearly weighted towards those subjects and aspects of school life that are current priorities for development. The head teacher and supportive governing body regularly review and evaluate the use of resources to ensure that pupils' standards of achievement are maintained and developed according to the priorities and targets set by the school. The school ensures value for money.

## Standards achieved in subjects and areas of learning

### Under 5s

151. The overall quality of educational provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning.

### Language, literacy and communication skills

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

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

#### Good features

152. Nursery age children listen attentively to their teacher and to each other. Many are eager to ask and answer questions and respond appropriately to instructions. They talk about their experiences with increasing fluency and clarity. Children benefit from the high level of interaction with adults within the classroom, whilst playing or when involved in a particular task.
153. Children's speaking skills develop well and they use appropriate language for different scenarios such as when playing imaginatively in the African hut or engaged in activities in the sensory corner. Children enjoy listening to stories, sharing books and they display lively interest in story lines. Through the self – registering process, most children recognise their own names and are beginning to show a good awareness of letter sounds. They enjoy working independently on 'mark making' activities using the good range of materials provided for them. Children make good progress in learning and understanding Welsh as a result of its promotion by their enthusiastic teachers who make constant use of the language throughout the day. Children confidently name colours, objects and make simple requests in Welsh.
154. Reception children listen well to others and respond appropriately to what is being said. They speak clearly and audibly using an increasing range of vocabulary. They enjoy opportunities to talk with adults and to each other. Most reception children have a good awareness of the sounds of different letters and use these skills well when undertaking reading activities and reading simple texts. Children make good use of 'mark making' to develop their emergent writing skills and are beginning to write their names, simple words and phrases correctly and independently. They continue to make good progress in speaking Welsh and use the language confidently when responding to instructions and greetings.

#### Shortcomings

155. There are no important shortcomings.

## **Personal and social development**

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

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

### **Good features**

156. Nursery children are confident and form good relationships with each other and with adults. The part-time nursery children settle well into school routines and they welcome new experiences with confidence and enthusiasm. Children's social skills are developing well and they play harmoniously both indoors and outdoors. Most children are prepared to take turns, share and show good levels of self-control. The children demonstrate growing ability to make choices, work independently and concentrate as during their "plan, do and review". They take responsibility for dressing and undressing themselves when going out to play and at the end of the school day.
157. Reception children show increasing maturity in their relationships with adults and other children and are confident in asking for help when needed. They readily accept responsibility and show a good level of independence as when helping with the preparation of food and fruit at snack times. They are aware of the need for personal hygiene and develop a good understanding of health issues such as the importance of eating fruit or drinking milk. They willingly tidy the classroom at the end of activities, returning equipment and resources to their correct place.

### **Shortcomings**

158. There are no important shortcomings.

## **Mathematical development**

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

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

### **Good features**

159. Nursery children enjoy practical activities that involve sorting, matching, ordering and counting. They count forwards and backwards to ten confidently and accurately. The more able are beginning to match number to symbols as when matching snowballs to numbers on *Penguin Small's* scarf. They have a good recognition of simple two-dimensional shapes in houses and three-dimensional shapes when building a castle. Their understanding of measure is developing well through their sand and water play. They have good recall of a range of number songs and rhymes.
160. Reception children count to twenty confidently, a few are able to count up to thirty. They use terms such as bigger, smaller, longer and shorter accurately as when ordering and sorting safari animals. Most children recognise two and three-dimensional shapes and identify their properties. They understand the passing of time in context of their own lives and are aware of the timing of the daily routines of the class and can correctly identify "o'clock". During their play

activities, children begin to have a growing awareness and understanding of the value of coins when “purchasing” objects. They enjoy singing number rhymes such as “5 Little Monkeys”.

### **Shortcomings**

161. There are no important shortcomings.

### **Knowledge and understanding of the world**

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

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

### **Good features**

162. Nursery children have good knowledge of the effects of heat on various materials as they observe the melting of ice cubes. They show good sensory awareness as they feel, smell and observe the changes in the frozen cubes. They discuss the changing weather and of the need to dress appropriately for the varying weather conditions. They observe seeds, plants and flowers growing outside in their outdoor and play area and realise that all living things need water and light to grow. They show increasing confidence in their use of the computer mouse to move objects on the computer screen and to instruct ‘Bee Bot’ to direct *Penguin Small* to find an island.

163. Reception children have a good awareness of important jobs in the community. Through visits by a local policeman and visits to the local Post Office and Church, they realise that different people undertake different types of work.

164. During cooking activities, children use their sense of taste and smell effectively to produce animal biscuits and cup cakes.

165. Children develop a respect for different cultures and their customs and food through the celebration of the Chinese New Year.

166. Reception children know that there are specific customs involved in a christening ceremony. They enjoyed participating in a re-enactment of a christening ceremony led by the local vicar.

### **Shortcomings**

167. There are no significant shortcomings.

### **Physical development**

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

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

### **Good features**

168. Nursery children move confidently and energetically outdoors and use large toys such as tricycles with increasing co-ordination and control. They climb

safely and show good balance when landing and jumping. Children handle small tools competently. They roll dough firmly; handle jigsaws and use marking equipment appropriately as when painting, using crayons and scissors for cutting.

169. Reception children have a well-developed idea of space and spatial relationships. They display good skills as they listen to instructions when playing games. Children show good awareness of the differences between hopping, skipping and running. They develop good hand-eye co-ordination as when throwing a bean bag into a hoop. Children use a range of small tools confidently for cutting, glue for sticking and brushes for painting. Their manipulative skills are developing further through their use of construction toys such as building bricks and large junk boxes.

### **Shortcomings**

170. There are no discernible shortcomings.

### **Creative development**

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

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

### **Good features**

171. Nursery children enjoy role play in their African Hut and engage purposefully in imaginative scenarios. They produce attractive and original images of things they have observed such as their collages using twigs and leaves. They enjoy opportunities to paint, using a wide variety of materials to create hard/soft, rough/smooth collages. Children use a wide variety of shiny, glittering materials effectively to create their own greetings cards. They manipulate material such as clay with dexterity to produce interesting clay pots. They handle musical instruments confidently, sing tunefully and clap rhythmically using parts of their own bodies as percussion instruments effectively.
172. Reception children mix paints and make definite choices about colour and materials for their creative work. They develop a good awareness of mixing colours to produce different shades when painting landscapes. Children weave paper dextrously to create a background for their wax crayon and candle pictures. They use junk material imaginatively to design junk models of animal cages for their pet shop.
173. They sing enthusiastically, explore sound effectively using musical instruments and clap a steady beat to rhymes and songs.

### **Shortcomings**

174. There are no important shortcomings.



<b>English</b>
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**Key stage 1: Grade 2: Good features and no important shortcomings**

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

**Good features**

175. In key stage one pupils show good achievement in their speaking and listening skills. They listen carefully and are developing the confidence to express themselves orally.
176. Pupils confidently read back the sentences they have written and understand the meaning of what they have written. Pupils are developing an understanding of the differences between fiction and non-fiction texts, they follow text and have a good understanding of what has happened or what information it contains. They know the basic structure of a story and use that to good effect when writing their own accounts, some are becoming more independent in their own writing skills.
177. Key stage 1 pupils have a good recall of previously taught sounds. They have a sound knowledge of alphabetical order. They recognise the sounds of all the vowels; know short and long sounds and capital sounds and sound out simple words using phonics. Less able pupils use a wheel blender effectively to make words. Most pupils use short vowel sounds and spell the words they make accurately. Nearly all pupils meet the objectives of the lessons for example when revising and identifying 'k' and 'ck' sounds and words. Overall pupils achieve levels appropriate to their abilities.
178. A legible cursive style of writing is being developed incrementally throughout the key stage.
179. In key stage two pupils listen attentively to each other and to their teacher and respond very well orally, with clarity and confidence to specific questions. Pupils speak clearly are developing good intonation and read their own work with meaning and understanding, in small groups and to a whole class audience. Older pupils' speaking and listening skills are being used with increasing confidence through a range of activities. Their communication skills are good and pupils express themselves well with enthusiasm.
180. Pupils reading levels are good; they read sentences from the interactive white board with accuracy, at a level appropriate to their abilities. Many older pupils read a range of texts with expression and understanding. Reference skills are developing well and they use text proficiently to find a wide range of information.
181. The creative writing skills of the younger pupils in key stage 2 are developing well. Pupils have a good understanding of the importance of description, they have a good knowledge of the purpose and use of adjectives and similes and have a good recall of previously taught language skills. Nearly all produce good sentences, appropriately structured with good spelling. Many self-correct their writing identifying what is wrong and make appropriate

suggestions as to how to correct it for example with speech marks or capital letters.

182. Pupils reflect on what they have written with increasing levels of independence and make good use of and further develop their writing skills across many areas of the curriculum.
183. Pupils show a good knowledge of homophones and identify a wide range of them and use them accurately. They use dictionaries and literacy banks on their computers, with increasing confidence to find the meaning of words and help them to spell correctly.
184. Overall pupils of all abilities including those with SEN and those for whom English is an additional language are making good progress in all areas of English.
185. Older pupils successfully present information in a range of different genre. They are aware of the key features of posters for example and present their information accurately and with good effect. Nearly all pupils analyse their work and show good and at times very good levels of language development and creativity in their ideas and features. Pupils achieve well and fully meet the objectives set for them. They have a good recall of information and subtly use their knowledge of language to good effect.
186. Pupils are building on and consolidating their previous knowledge of spelling patterns and use them with increasing accuracy in their written work. Their understanding of sentence structure is progressing well.
187. Many pupils show good fine motor skills and are making good progress in their handwriting and presentation skills. A good cursive style is being developed though the school.

### **Shortcomings**

188. There are no important shortcomings.

<b>Welsh second language</b>
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**Key Stage 1: Grade 3: Good features outweigh shortcomings**

**Key Stage 2: Grade 3: Good features outweigh shortcomings**

### **Good features**

189. Across the school, pupils listen well and develop basic levels of understanding.
190. In key stage 1, pupils use familiar oral patterns to answer simple questions. The pupils sing basic songs well that are based on language patterns and simple phrases.

191. Key stage 1 pupils respond enthusiastically to stimuli from the interactive whiteboard with simple sentences. They have a good understanding of basic terminology relating to the weather.
192. The creation of an interactive, animated DVD in key stage 1, that includes simple phrases by the children is outstanding practice and develops pupils' Welsh skills effectively in other areas of the curriculum.
193. The majority of pupils across both key stages have a good grasp of vocabulary relating to colours and numbers.
194. In lower key stage 2, pupils' use of language patterns is used to answer questions and at times to engage in very basic conversations. A small minority of pupils demonstrates a firmer grasp of language patterns and is confident in using them when working in pairs and groups.
195. The majority of pupils in lower key stage 2 demonstrate an appropriate understanding of a class story from the interactive whiteboard when answering focused questions. They have a basic grasp of personal and family details which they use in answering questions relating to themselves.
196. In key stage 2, the majority of pupils make steady progress in reading basic vocabulary as they focus on their own written work. They are developing a basic understanding of what they read.
197. Across both key stages the majority of pupils use given formats to write a range of words, sentences and questions using familiar patterns.
198. In key stages 1 and 2, pupils display basic skills in using given patterns to gather information. They present their findings orally and in very basic written forms.

### **Shortcomings**

199. Across both key stages, the majority of pupils demonstrate an insecure grasp of the language patterns which they encounter.
200. The independent reading and writing skills of pupils in both key stages are very limited.
201. In key stage 2, pupils do not have a sufficient range of vocabulary to develop simple dialogues or other basic oral work.

## Mathematics

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

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

### Good features

202. Most year 1 pupils confidently add two numbers up to 10 using objects or fingers. They know by heart doubles of numbers from 1 to 5. A significant number quickly count, read and write numbers up to 30. More able pupils recognise pairs of numbers with a total between 5 and 10. They accurately work out how to pay for amounts up to 10 pence.
203. Most pupils recognise the hour and half hour on a clock and tell the time around the clock without difficulty. They say the names of the week in order.
204. They compare two lengths, masses or capacities by direct comparison. They use everyday language to describe features of familiar 3D and 2D shapes.
205. Most year 2 pupils reliably count on in two's, five's and ten's to 100 and back again, starting from any two digit number. They solve simple number problems and a significant number explain their method and reasoning logically.
206. They estimate, measure and compare lengths, masses and capacities using standard units and suggest suitable units and equipment for such measurements.
207. They use the mathematical names for common two and three-dimensional shapes, sort shapes and confidently describe some of their features. They draw and explain a simple block graph.
208. Most year 3 and less able year 4 pupils count read and write and put in order numbers up to 1000. They use everyday language well to describe features of an increasing number of familiar two-dimensional shapes and competently sort shapes according to their features.
209. Younger pupils in key stage 2 work out the total cost of three things and correctly give change from £1 or £2. They recognise the hour, half hour and quarter to and past the hour on a clock with hands.
210. More able year four pupils order a set of four digit numbers accurately and use a written method to add and subtract 2 and 3 digit numbers. They multiply single digit numbers by multiples of 10, multiply a 2-digit numbers by a single digit and multiply using factors using a written method to successfully calculate the answer.
211. Pupils recognise simple equivalent fractions and successfully find fractions of a shape, successfully organise information into a Venn diagram and discuss the results. They explain a bar chart, for example on school lunches.

212. Most less able pupils in year 5 name and recognise equivalent fractions. They understand multiplication and division and how they affect each other.
213. The majority of year 5 pupils know whether to add, take away, multiply or divide to solve problems and in what order. They understand the term quotient and proficiently use a written method to add or subtract four digit numbers, explain it and check it by approximating.
214. Older pupils in key stage 2 change centimetres to millimetres and vice versa. They successfully find the perimeter and area of a simple shape that can be split into rectangles and recognise parallel and perpendicular lines. More able pupils use a protractor accurately to measure angles within triangles.
215. Year 6 pupils choose and use appropriate operations to solve word problems, confidently explaining their methods and reasoning. They apply their knowledge of measurement to draw a plan of a bungalow using standard units of measurement and competently use rulers and protractors to draw the plans to scale.
216. Pupils in year 6 confidently convert 24 hour clock times to 12 hour times and vice versa. They begin to understand the time differences between Britain and other countries and use world maps to locate a number of different countries and successfully calculate the respective local times.

### **Shortcomings**

217. There are no important shortcomings.

<b>Science</b>
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### **Key Stage 1: Grade 2: Good features and no important shortcomings**

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

#### **Good features**

218. With the support of their teachers and teaching assistants, key stage 1 pupils carry out investigations using a structured approach. They make sensible predictions about the likely outcome of their investigations. They discuss their work confidently and record their results appropriately offering simple explanations of what they have discovered.
219. Older pupils in key stage 1 predict effectively prior to investigation and analyse their results independently and in pairs.
220. Pupils at key stage 1 use a good range of appropriate vocabulary to describe their observations when studying the changes in water due to freezing and melting.
221. They are aware of the need for a fair test and make good attempts to control variables and explain their results when experimenting in groups. This is good practice.

222. Key stage 1 pupils devise ideas for investigations from stimuli in stories and thematic work. With support they plan the tests systematically and record their findings in original ways.
223. Key stage 2 pupils have an appropriate understanding of the content of the programme of study. They use the correct scientific terms when discussing parts of the human body, they describe in detail how to keep healthy and identify foods that are an essential part of a healthy diet. By year 6, pupils identify the properties of different materials and use appropriate scientific terminology when in group discussions.
224. Key stage 2 pupils plan scientific enquiries systematically with teacher support and carry out experimental work purposefully and safely. They identify the main variables in an investigation and choose which of these are to be constant and which are to be changed. They make systematic observations and recordings and communicate their findings effectively using text, diagrams, graphs, tables, labels and simple annotated drawings.
225. Older pupils plan and perform their investigations with a limited degree of independence. Pupils have a good understanding of the process of scientific enquiry. They appropriately relate the information studied to everyday life and the environment.
226. At both key stages pupils demonstrate responsible attitudes towards safety and show respect for living organisms and the physical environment.

### **Shortcomings**

227. There are no important shortcomings; however pupils' ability to investigate as independent learners from a variety of sources is limited.

<b>Information technology</b>
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**Key Stage 1: Grade 2: Good features and no important shortcomings**

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

### **Good features**

228. Year 1 pupils competently use the mouse to select/deselect tools and icons in programs.
229. They successfully use a music package to create a simple piece of music selecting different instruments and controlling tempo.
230. Year 2 pupils use a simple art package to enhance their work on 'The Celts'. They use a word processing package with increasing confidence.
231. Standards in both key stages are enhanced further by the teachers' use of interactive whiteboards to demonstrate, explain and clarify concepts and skills.

232. Pupils in Year 2 use the internet effectively to research and gather information, for example in their work in science, geography and history.
233. Year 3 pupils confidently import pictures from a file, write narrative text, making a selection of font and font size and record their voices using a headset. Their ability to generate and organise the information to create a class digital story is an outstanding feature.
234. Year 4 pupils use an art package with increasing confidence to draw designs for Christmas cards. They create a simple database, for example, holiday activities and create a bar graph to display their findings.
235. Year 5 pupils competently create a database on the weather that can be interrogated to answer a few specific questions. They check the results for accuracy and correct information where necessary. They interpret the findings, questioning plausibility. Their navigation of the software and their discussion of the complexities of the task is of a high standard.
236. Pupils in the mixed year 5 and year 6 class use a desk to publishing program to produce a book cover. They manipulate objects and text. They combine text and graphics and copy and paste from one program to another. They successfully use music software to create music for an audience, for example, a piece of music portraying characters in the Mabinogion.
237. Year 6 pupils use a spreadsheet to enter data into cells to enhance their work in their study of World War 2. They understand that several formulae can be used in the same spreadsheet. Most pupils successfully write the formulae to complete the task. They use bar and pie charts for the presentation of results.

### **Shortcomings**

238. There are no important shortcomings.

<b>Design technology</b>
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**Key Stage 1: Grade 2: Good features and no important shortcomings**

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

### **Good features**

239. In both key stages pupils through a series of well planned processes and projects pupils are making good progress in the skills of designing and making a wide range of artefacts through which they are developing a good knowledge and understanding of materials, mechanisms and structures.
240. In key stage one pupils demonstrate good creative and making skills of cutting, folding and sticking as they practise making pop-up chicken and frog cards in preparation for the making of an Easter card. Pupils' work shows real progress from the start of the process with some showing high levels of dexterity and care. Research and investigative skills are also enhanced

through imaginative use of ICT and pupils' evaluation skills are developed as they discuss what aspects they found hardest or easiest.

241. Older pupils in key stage 1 develop their design ideas well through discussion, as they intelligently confer about what makes a good vehicle. They carefully make their designs in a variety of mediums including drawings and computer software. Ideas are analysed, evaluated and improvements are suggested.
242. Levels of pupils' skills and knowledge are developed further in key stage 1 through food technology projects when pupils make fruit salads choosing suitable ingredients to devise their favourite recipes and evaluate their dishes.
243. In key stage two younger pupils' design and technology skills are improved through a series of relevant projects also including food technology. They know the importance of evaluating their work in order to improve results in the future and have a good recall of previous activities. They identify a wide range of food safety and hygiene issues and how these need to be considered and planned for when cooking. Pupils make good progress in their knowledge and understanding of these issues.
244. Pupils exhibit good design and making skills and a sound knowledge of materials as they investigate and produce a range of money containers and purses. Skills are developed incrementally and progressively as they design, make and evaluate a range of products and artefacts, from pop-up cards to sandwiches and from egg boxes to brooches that they link to their history project.
245. Older pupils use good investigative skills to research features of casual footwear at the start of their process of making slippers for a particular market. They have a good knowledge and understanding of the materials used they discuss which is a breathable material, what would be an appropriate fastener, which one would absorb moisture and use appropriate language describing designs as functional or decorative, comfy or stylish. Pupils show good investigative and problem solving skills and express themselves in with full and knowledgeable answers.
246. They carefully consider the cost implications for different designs and the role materials and labour have to play in the process.

### **Shortcomings**

247. There are no important shortcomings.



## History

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

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

### Good features

248. In key stage one pupils make good progress in the development of their knowledge and understanding of history and of their historical skills through a range of well planned units and topics. Following a visit to the local church they gain a good first hand understanding of the building its features and history.
249. Other visits into the environment give them the opportunity to explore what life would have been like in the local castle and to discover how seaside holidays have changed over the years.
250. Pupils' study of the past and their awareness of continuity and change is developed well through first hand study, as they sketch, describe and record facts about classic cars that have been driven into school.
251. Younger pupils in key stage two have a good knowledge of history and buildings in their local environment including Pembroke and other local castles. Pupils have a good recall of Celts and their visit to Castell Henllys. From which they have developed a good understanding of life in Celtic times, the houses that were built and through a study of artefacts and other secondary evidence, what Celtic people would have looked like and what their culture would have been like.
252. Pupils are aware of the subjectivity of various types of evidence and use a wide range of evidence including site visits, evidence from museums, books and the internet to record their judgements about this period of local history.
253. Pupils also have a good recall of previous learning and a good knowledge of sea farers and explorers such as Columbus. They are developing their ability to devise and ask historical questions, to develop historical investigative skills by identifying similarities and differences between current times and other eras of history. Mind mapping is used to good effect to further develop pupils' historical skills.
254. They devise and list appropriate and relevant historical questions to identify famous people from the past and evaluate their answers. They use their research skills in the library and on the internet to find information appropriate for the project being studied. They are developing a good understanding of the historical study skills, the interpretation of history and how this might affect people's view of what it was like to live in Celtic times.
255. Historical skills are further enhanced through the good links that are being developed with the local environment and in the development of the *Cwricwlwm Cymraeg* through which pupils have a good knowledge of figures

in history such as the local pirate Barti Ddu and Henry VII who lived in Pembroke Castle.

256. Older pupils have a very good and at times outstanding recall of historical knowledge and understanding. Through their studies of World War Two they know why there was a shortage of food for many and why certain people did not or were not able to fight during that war. They develop good levels of empathy with the roles of women during this period of history and have a good knowledge of the range of activities and jobs they undertook what were their advantages and disadvantages and what the implications were for social change.
257. Pupils historical skills are developed further they understand the difference between fact and fiction, between propaganda posters and first hand photographic evidence.

### **Shortcomings**

258. There are no important shortcomings.

## **Geography**

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

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

### **Good features**

259. Year 1 pupils identify ways of reducing waste. They successfully categorise rubbish into four groups for recycling.
260. Older pupils in key stage 1 talk knowledgeably about the main features of the daily weather. They readily identify seasons, understand seasonal changes and record their findings appropriately in the form of a tally chart and bar graph.
261. Year 2 pupils have a growing awareness of places further a field. Pupils extend their abilities by skilfully comparing and contrasting their locality with one in Botswana. They use appropriate geographical terms and study photographs well to identify the differences and similarities between Kabo's compound and the National Park in Pembrokeshire. At this level, pupils have a good understanding of maps and their uses and clearly identify basic features and symbols.
262. In their study of local area younger pupils at key stage 2 identify how people affect the environment and readily recognise ways in which it can be better managed. They conduct an 'Environmental Audit' of the local beaches and the habitat. They have a good understanding of the nature and character of the area and environmental issues ranging from litter, noise, pollution and how things can be improved.

263. Year 4 pupils confidently consider the features of an economically developing country in a study of Botswana. Pupils show good knowledge and geographical skills in comparing and contrasting the houses, schools, the way of life, food, climate, customs and amenities. They take part in an 'Oak tree workshop' comparing their local habitat with the trees in Botswana. Pupils show a developing understanding of global issues during 'Global Week' and how initiatives, for example 'Rainforest Concern' help the poorer countries.
264. In their study of a contrasting area of Montreuil, France, year 5 pupils successfully identify physical and human features, ably noting the similarities and differences with their own locality. Their mapping skills are good and they use co-ordinates confidently and accurately to locate places on a map. They understand the notion of scale on maps.
265. Older pupils in key stage 2 consider the lives of people who have no access to clean water. They make good use of photos of the inhabitants of Tanzania and interpret them well. They summarise in order of importance the six most important uses of water.
266. Through their study of change and development on Skomer Island, year 6 pupils show a good understanding of the conflict between the oil industry, tourism and the environment. They understand that people have differing views about the conflict and why people's opinions differ. Pupils have a good awareness of environmental issues and of the relationship between people and the environment in the study of environmental change.
267. Pupils at both key stages have a wide understanding of the concept of global citizenship. The school has achieved the Sustainable Schools Award.

### **Shortcomings**

268. There are no important shortcomings.

<b>Art</b>
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**Key Stage 1: Grade 2: Good features and no important shortcomings**

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

### **Good features**

269. In both key stages pupils have good knowledge of the work of a variety of Welsh artists including Gwen John, William Morris and Joseph Herman. They use their work as a stimulus to produce good quality artwork in various styles.
270. All pupils show good standards when supported in their learning by artists in residence and visitors to the school.
271. Key stage 1 pupils experiment well with ways of creating 3D models in a variety of modelling materials including clay and cardboard. This is an outstanding feature.

272. In key stage 1 pupils show effective use of light and shade when drawing objects from the natural environment. Pupils combine this technique well with shading to draw a range of thematic images.
273. Pupils across key stage 1 have very well developed skills in printing using a good range of materials including pastels to illustrate their thematic work related to language and science. They further illustrate their work by making good use of ICT through programmes like Fresco.
274. Pupils in key stage 2 demonstrate good quality artistic techniques and display innovative, original work inspired by the natural world in the style of William Morris. Pupils develop this further through the use of ICT to produce wallpaper in the style of William Morris. This is good practice.
275. Key stage 2 pupils are able to produce good quality images and representations of various images using a range of materials and techniques in the style of Welsh and other well known artists. They are able to decide on a range of media for experimenting and produce final products that they evaluate sensitively.
276. Pupils in key stage 2 derive inspiration and develop their ideas to create 3D representations. Papier mache and collage is of a very good standard. Good sketching highlights the thorough study of artists' original works and other artefacts in cross curricular settings.
277. Older pupils develop their creative ideas on colour and form and refine further their fine motor skills by creating good examples of painting based on themes and the work of artists.

### **Shortcomings**

278. There are no important shortcomings.

<b>Music</b>
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**Key stage 1: Grade 2: Good features and no important shortcomings**

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

### **Good features**

279. The standard of singing throughout the school is good. Pupils sing hymns enthusiastically during morning assemblies. They sing tunefully with good awareness of pitch, diction and dynamics. They know a wide range of songs and pupils show an increasing ability to sing in two parts, sustaining their parts well as dynamics and tempo vary. The choir's performances are of a very high standard. Pupils' confidence and enjoyment of singing is further enhanced by opportunities to perform in school and in public.
280. Pupils in key stage 1 listen attentively and are beginning to show good awareness of the duration of notes as they experiment with recognising *long* and *short* sounds from a variety of different stimuli. They perform appropriate

long and short sounds with their voices to portray the sounds of a variety of fireworks. They display a good sense of rhythm patterns as they chant their names to a steady beat.

281. Pupils show an increasing awareness of how symbols are used to represent sound as in their graphic score compositions depicting the cartoon strip "The Visitor". They collaborate well and are aware of the importance of following a conductor during their performances.
282. Across both key stages pupils display good understanding of the need to appraise performances. They offer positive and constructive comments as to how their compositions could be improved.
283. Pupils in Key stage 2 show good awareness of the understanding of musical elements such as *pitch*, *tempo* and *dynamics* and incorporate these into their performances. They define *drone* and *ostinato* correctly and use these effectively when composing interesting, atmospheric, and imaginative vocal sound effects to accompany the poem "Horror Hotel". Pupils show good ability to sustain their parts in their performances. Pupils compose effectively using tuned percussion as in their accompaniment to the song "What you got?" using notes from the pentatonic scale.
284. Pupils respond to the mood and effect created by different styles of music and accurately match "Mood" pictures to the corresponding pieces of music. After listening to the poem "From a Railway Carriage", pupils compose effective rhythmic sound patterns using voice, parts of the body and instruments to appropriately reflect the tempo of the words. They use their knowledge of the characteristics of a variety of tuned and untuned instruments to compose the sounds. They handle and play instruments appropriately and co-operate well in group performances.
285. Pupils confidently use ICT to compose and develop their awareness of musical elements.

### **Shortcomings**

286. There are no important shortcomings.

<b>Physical education</b>
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**Key Stage 1: Grade 2: Good features and no important shortcomings**

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

### **Good features**

287. In both key stage 1 and key stage 2, pupils display a developing awareness of parts of their bodies as they experiment with different ways of moving.
288. Throughout the school pupils' awareness of body shape and body position is developing appropriately in a wide range of physical activities.

289. The majority of pupils in both key stages have a good awareness of safety in both confined and extended areas. They make effective use of space. Their balancing skills are developing well and they have a good awareness of co-operation when working in pairs and groups.
290. In key stage 2 the vast majority of pupils throw and catch with control. Most pupils bounce a ball with good co-ordination.
291. Pupils throughout the school demonstrate a good understanding of the importance of warming up and warming down and the impact this has on the heart and body in general.
292. Pupils listen and respond promptly to instructions and this contributes to a positive ethos. They concentrate well for short periods and they work energetically.
293. Pupils in key stage 2 work effectively within time limitations and co-operate well with group members to perform athletic activities to a good standard. They communicate effectively when competing as a team and understand that adapting techniques will result in an improvement in performance.
294. They exhibit good skills in their ability to handle body weight and their use of jump ropes promotes good standards in dance.
295. Pupils in Year 5 and 6 control footballs and rugby balls effectively. They learn how to move with the ball, to throw, catch and pass correctly from distance, using both hands and feet. They work effectively in pairs and small groups to develop and evaluate their skills.
296. Older pupils in key stage 2 follow rules well when playing competitive team games. They respect the conventions of fair play appropriately and encourage each other in competitive situations.

### **Shortcomings**

297. There are no important shortcomings.

<b>Religious education</b>
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**Key Stage 1: Grade 2: Good features and no important shortcomings**

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

### **Good features**

298. Pupils in both key stages are developing an increasingly good knowledge and understanding of the main religions of the World as they pass through the school.
299. Year 1 pupils know about special friends and that Jesus had twelve special friends called disciples, they have a good recall of some of the stories of Jesus and his disciples from collective worship. Pupils achieve well, within the tasks

they are set and have a good understanding of what the disciples were like and what they wore. They make good drawings of them, use the internet to name them and know that they helped and followed Jesus.

300. Pupils are also becoming aware of other religions of the World and study their celebrations such as the Hindu festival of Raksha Bandhan and they sketch and handle important artefacts such as bracelets.
301. Pupils respond very well to questions listing what special things they have and what makes them special to them, they express themselves well as they share their thoughts with the class. They show great respect for the items that are special to their teacher as they examine them and pass them around the circle. Through independent and supported writing activities they celebrate the items that are really special to them and share their work with their teacher and members of the class.
302. Younger pupils in key stage two are developing a good understanding of the Jewish faith and its symbols such as the Tefillin. They have a good recall of previous lessons and explore their own spirituality and develop empathy with others as they follow the process of recording their special thoughts to place in their own Tefillin. Many write prayers and wishes and develop an appreciation of how special it is to others and applaud the contributions of others and what's special to them.
303. The studies of the main religions of the World are developed further with the older pupils in key stage two. Pupils there have a deeper understanding of those differing forms of religion and can identify and know the significance of many religious artefacts, symbols and dances. Older pupils have a good knowledge of the beliefs and practices of Sikhism for example and through their studies are building an appreciation, knowledge and respect for a range of different religions. They know the relevance of the Sedar plate and Torah for Judaism, the Bells and Dorje for Buddhism, the Quaran for Islam, as well as rosary beads and a crucifix for Christianity.

## School's response to the inspection

The staff and chair of governors have found the report to be an accurate representation of the verbal feedback given to us at the post inspection briefing. I can verify the comments in the report were also an accurate representation of the dialogue I had been in with the team in my role as nominee. The staff have commented that it was good that they could recognise their own good practice through comments written, particularly in subject areas. We have all found the report to be comprehensive and the issues mentioned are valid and fair. We are pleased with the way this report has been written.



## Appendix 1

### Basic information about the school

Name of school	Pennar Community School
School type	Nursery and Primary
Age-range of pupils	3 - 11
Address of school	Owen Street, Pennar Pembroke Dock Pembrokeshire
Postcode	SA72 6SL
Telephone number	01646 684402

Head teacher	Mr. Meyrick Rowlands
Date of appointment	September 2001
Chair of governors/ Appropriate authority	Mr. Martin Cavaney
Registered Inspector	Stuart Wormleighton
Dates of inspection	3 <sup>rd</sup> March – 6 <sup>th</sup> March 2008

## 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 pupils	12.5	33	30	28	37	40	45	38	263.5

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	12	1.7	13.7

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	18.3:1
Pupil: adult (fte) ratio in nursery classes	6.25:1
Pupil: adult (fte) ratio in special classes	n/a
Average class size, excluding nursery and special classes	22.8
Teacher (fte): class ratio	1.25:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Spring 2007	80.76%	89.26%	91.49%
Summer 2007	85.26%	90.83%	92.18%
Autumn 2007	82.66%	92.75%	92.53

Percentage of pupils entitled to free school meals	23%
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 2007			Number of pupils in Y2:					36
Percentage of pupils at each level								
			D	W	1	2	3	
English:	Teacher assessment	School	0	0	17	58	25	
		National	0	3	13	63	20	
En: reading	Teacher assessment	School	0	0	28	39	33	
		National	0	4	14	55	27	
En: writing	Teacher assessment	School	0	6	11	67	17	
		National	0	5	14	68	12	
En: speaking and listening	Teacher assessment	School	0	0	11	72	17	
		National	0	2	10	63	24	
Mathematics	Teacher assessment	School	0	0	17	50	33	
		National	0	2	10	64	23	
Science	Teacher assessment	School	0	0	19	69	11	
		National	0	2	9	66	24	

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	78%	In Wales	81

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

**National Curriculum Assessment Results**  
**End of key stage 2:**

National Curriculum Assessment KS2 Results 2007							Number of pupils in Y6		46		
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	0	0	0	22	48	30
		National	0	0	0	1	1	4	16	48	30
Mathematics	Teacher assessment	School	0	0	0	0	0	0	9	59	33
		National	0	0	0	1	1	3	14	48	33
Science	Teacher assessment	School	0	0	0	0	0	0	13	41	46
		National	0	0	0	1	0	2	12	52	34

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by teacher assessment		by test	
In the school	78%	In the school	n/a
In Wales	74%	In Wales	n/a

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

## Appendix 4

### Evidence base of the inspection

A team of five inspectors spent a total of fifteen inspector days in the school. A team meeting was held prior to the inspection. A Peer Assessor was also a member of the team for four days and the head teacher acted as Nominee.

Inspectors visited and observed:

- Sixty-nine lessons or part lessons;
- all classes;
- acts of collective worship;
- lunch times and break times; and
- extra-curricular activities.

Members of the inspection team had meetings with:

- staff, governors and parents before the inspection began, and
- a representative of the local education authority, teachers, governors, support and administrative staff, the school council and groups of children during the inspection.

The team also considered:

- the school's self evaluation report;
- seventy-two responses to the parents'/carers' questionnaire;
- a comprehensive range of documentation provided by the school before and during the inspection;
- documentation from the local authority; and
- samples of pupils' work from across the age and ability ranges were scrutinised.

The inspection team held post-inspection meetings with staff and governors.

## Appendix 5

### Composition and responsibilities of the inspection team

Team member	Responsibilities
Stuart Wormleighton Registered Inspector	Key questions 1 and 5 and contributions to key question 4. English, History, Design Technology and Religious Education.
Nick Jones Team Inspector	Key questions 2 and 6 and contributions to key questions 1 and 3. Welsh Second Language, Science, Art, and Physical Education.
Helen Smith Team Inspector	Key question 3 and contributions to key question 1. Mathematics, Information Technology and Geography.
Eleri W Honour	Key question 7. Early Years and Music.
Charlotte Roberson Lay Inspector	Key question 4 and contributions to key questions 1 and 5.
Meyrick Rowlands Head teacher	Nominee Provision of information.

### Contractor

Evenlode Education Ltd  
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### Acknowledgements

The inspection team would like to thank the governing body, head teacher, staff, parents and children for their courtesy and co-operation throughout the inspection.