



Rhagoriaeth i bawb – Excellence for all

Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

A report on

**Hubberston V.C. School
Observatory Avenue
Hakin
Milford Haven
Pembrokeshire
SA73 3EU**

Date of inspection: May 2013

by

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



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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

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

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

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Context

Hubberston Church in Wales Voluntary Controlled Primary school is in Hakin on the outskirts of Milford Haven, Pembrokeshire. The school serves a large housing estate of council owned, rented and some private housing. The majority of pupils are from the local area. Around 23% of pupils are entitled to receive free school meals, which is higher than the county and national figure.

There are 148 pupils on roll, including 20 part-time pupils who attend the nursery in the afternoons. The school has identified 43% of pupils as having additional learning needs, which is well above the county and national figure. No pupil has a statement of special educational needs. No pupils speak Welsh at home and a very few pupils speak English as an additional language.

Since the last inspection in June 2007, there have been a number of changes to the teaching staff at the school. The acting headteacher has been in post since September 2012.

The individual school budget per pupil for Hubberston V.C. School in 2012-2013 means that the budget is £3,641 per pupil. The maximum per pupil in the primary schools in Pembrokeshire is £5,870 and the minimum is £3,138. Hubberston V.C. School is 32nd out of the 61 primary schools in Pembrokeshire in terms of its school budget per pupil.

Summary

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

Current performance

The school's current performance is good because:

- nearly all pupils make good and sometimes very good progress during their time in the school;
- nearly all pupils behave well, are courteous and have good attitudes to learning;
- the quality of teaching is good or better;
- pupils are offered a range of learning experiences of good quality;
- the level of care, support and guidance for pupils is of a high standard; and
- the school is a close and caring community, which promotes pupils' learning and wellbeing effectively.

Prospects for improvement

Prospects for improvement are good because:

- the acting headteacher provides strong and effective leadership;
- all staff collaborate well as a team and share the same values;
- the school's self-evaluation processes identify relevant targets for improvement;
- a thorough analysis of data contributes effectively to development planning;
- recent initiatives are improving the learning further; and
- the school works well with all its partners to enhance pupils' educational development and wellbeing.

Recommendations

- R1 Extend pupils' speaking and writing skills further across the curriculum
- R2 Develop the planning to promote pupils' learning skills progressively across the school
- R3 Increase the governors' role in monitoring the school's progress

What happens next?

The school will produce an action plan that shows how it will address the recommendations.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Many children enter school with skills below those normally expected for children of their age. School data shows that nearly all pupils make good and sometimes very good progress in their learning during their time in the school.

Across the school, most pupils have good listening skills. They can recall previous learning and apply this knowledge appropriately in new situations. Most pupils speak readily. A few pupils speak confidently and use an extended vocabulary. However, many pupils offer brief responses to questions and demonstrate a more limited vocabulary.

In the Foundation Phase, nearly all pupils read simple texts at a level that is appropriate to their stage of development. Many older and more able pupils read confidently and fluently. In key stage 2, most pupils read accurately with a good understanding of story lines and characters. Many pupils can explain their choice of reading material well and offer sensible opinions on their favourite authors.

In the Foundation Phase, many pupils write independently for different purposes and with increasing accuracy. In key stage 2, pupils write confidently in a range of styles. Many of the more able pupils use their writing skills well to produce imaginative and factual writing of a good standard. The majority of pupils use their writing skills purposefully in a range of contexts across the curriculum but examples of extended writing are more limited. Across the school, many pupils' presentation of work and handwriting skills are good and often of a high standard.

Most pupils acquire a range of wider learning skills which they use appropriately and with increasing independence in different situations. They make suitable use of their thinking, numeracy, and information and communication technology (ICT) skills in tasks across the curriculum.

In 2012, the percentage of pupils who achieved the expected outcome 5 at the end of the Foundation Phase in mathematical development and personal and social development, wellbeing and cultural diversity was above the average for the family of schools and the national average. In language, literacy and communication skills, it was above the family and similar to the national average. Compared to schools with similar proportions of pupils entitled to free school meals, pupils' performance overall placed the school in the upper 50% of schools. The percentage of more able pupils who achieved the higher outcome 6 in mathematical development and personal and social development was above the family of schools' average but was below in language and communication skills.

Over the last four years, the percentage of pupils who achieved the expected level 4 in English and mathematics at the end of key stage 2 has been above the family and national averages in most years. It has been more uneven in science. Compared to

schools with similar proportions of pupils entitled to free school meals, pupils' performance overall has ranged between the bottom and top 25% of schools. The percentage of more able pupils who achieved the higher level 5 in 2012 was above the family average in all subjects.

Across the school, girls generally achieve better than boys. By the end of key stage 2, boys' results overall are better than the family average in most years. Pupils who have additional learning needs make good and sometimes very progress. Many make significant gains in their reading skills. Pupils with English as an additional language make good progress in line with their targets. Pupils entitled to free school meals achieve well when compared to pupils of a similar age.

Standards in Welsh are good. Nearly all pupils are enthusiastic learners. Across the school, they understand and respond confidently to a range of questions and instructions during lessons and generally throughout the school day. As they move through the school, most pupils speak Welsh with increasing accuracy and apply their reading and writing skills well in different contexts.

Wellbeing: Good

Pupils feel valued and secure in a caring environment. This is a strong feature of the school. Nearly all pupils enjoy school and demonstrate good attitudes to learning. They are generally attentive learners who are fully engaged in their activities. Pupils' behaviour is good. Nearly all pupils are courteous to each other, staff and visitors. They co-operate effectively as pairs and in groups. Many pupils have a good understanding of how to keep active and healthy.

Members of the school council and eco committee are actively involved in making decisions and represent the views of pupils well. For example, they have been instrumental in acquiring additional outdoor equipment, which has extended the play opportunities for pupils. The 'Criw Cymraeg' is having a very positive impact in promoting Welsh during playtimes and in a range of activities across the school.

Through curricular and general school activities, including extra-curricular provision, pupils acquire a good range of social and life skills, which prepares them well for life outside school.

Over the last four years, attendance rates have ranged between the upper 50% and top 25% when compared to those of similar schools. The majority of pupils arrive punctually for school.

Key Question 2: How good is provision?	Good
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Learning experiences: Good

The school provides a good range of learning experiences that meet the needs of most pupils well. Provision reflects the statutory requirements of the Foundation Phase and the National Curriculum. The extensive programme of extra-curricular activities support and extend pupils' learning.

Teachers across the school work together well to plan suitable themes with a clear emphasis on developing pupils' literacy and numeracy skills. Lesson plans give good attention to matching tasks to the wide range of abilities within classes. There are relevant activities to develop pupils' ICT, thinking and independent learning skills in tasks across the subjects. However, longer term planning does not give sufficient attention to developing pupils' learning skills progressively across the school.

The eco committee, the environmental club, recycling and gardening activities promote pupils' awareness of sustainable development successfully. The curriculum, specific themes and celebrations develop pupils' understanding of global citizenship appropriately.

Provision for the Welsh language is good. Effective planning and organisation enable pupils to gain a range of language skills consistently across the school. The supportive ethos develops pupils' confidence to use the language in different contexts. The incidental use of Welsh by staff throughout the day is a prominent feature. There are good opportunities for pupils to learn about their locality and the history and culture of Wales.

Teaching: Good

Teaching is good or better across the school. All teachers have high expectations and consistently support pupils to achieve their best. They demonstrate secure subject knowledge which they use well to plan provision to meet the wide range of pupils' needs. They make effective use of a good range of teaching approaches and suitable resources which engage pupils fully in their learning. In a very few excellent lessons, imaginative teaching motivates all pupils to extend their learning and develops their independence as learners.

Across the school, teachers and other adults work well together and succeed in establishing a very positive learning environment for pupils. There is effective use of the skills and experience of the support staff in a range of tasks in classes and generally across the school.

The school has comprehensive arrangements for assessing and recording pupils' progress and wellbeing. There is effective use of data to monitor pupils' progress and to plan additional support. This approach contributes well to improving standards in targeted pupils' basic skills.

Teachers mark pupils' work regularly. They offer pupils constructive feedback on what they have done well and on what they need to do next to improve. In most classes, staff involve pupils successfully in assessing their own and other pupils' work.

Parents receive good quality reports on their child's progress.

Care, support and guidance: Good

Across the school, the quality of care, support and guidance for pupils is of a high standard.

The school is a very caring and organised community where everyone feels valued. The staff pay particular attention to addressing pupils' personal, emotional and educational needs. The positive approaches adopted succeed well in promoting pupils' self-esteem and their confidence as learners.

The emphasis on teaching pupils about the values of caring and respect develops their moral, social and cultural awareness effectively. There is good attention to developing pupils' understanding of a healthy lifestyle through the curriculum and in extra-curricular activities.

The school promotes good behaviour well through its procedures and through the mutual respect and consideration shown consistently between staff and pupils. The school's arrangements for safeguarding pupils meet requirements and give no cause for concern. There is effective use of a range of agencies to provide additional personal and specialist support for pupils.

Provision for pupils with additional learning needs is good. The early identification of pupils' needs and the implementation of appropriate intervention strategies is a particular strength. The detailed monitoring of pupils' progress ensures that individual educational plans include clear and relevant targets. Staff review these plans regularly in consultation with pupils and parents.

Learning environment: Good

The school provides a very calm and organised learning environment which supports pupils' needs well. The fully inclusive ethos takes good account of the diversity of pupils' backgrounds and enhances their learning. The school offer pupils equal access to the curriculum and to all aspects of its provision.

Overall, the accommodation is sufficient for the number of pupils on roll. It is used fully by staff and maintained appropriately. Most classrooms are of a suitable size and are bright and welcoming. Displays of work in classrooms and school communal areas celebrate pupils' achievements and create an attractive learning environment.

The school has a wide range of resources and staff use them productively to support the teaching and learning. There is regular use of the green and hard play areas for physical activities, and of the outside areas in the Foundation Phase to extend pupils' learning and play experiences.

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

Leadership: Good

The acting headteacher provides strong, purposeful leadership and has a clear vision for the future. She succeeds well in creating a learning 'can do' climate at the school. The acting deputy headteacher and a committed team of teachers and learning support assistants provide good support. All are all actively involved in appropriate decision-making.

The acting headteacher and staff have high expectations and they deal well with the many challenges faced by the school. Clear roles and responsibilities and very effective team structures contribute well to the school's focus on raising standards. There is an appropriate performance management process, which helps to support improvements in learning and teaching. The acting headteacher and staff use information about pupils' performance well to identify the school's priorities for development.

The governing body is supportive of the school and members are knowledgeable about the school's performance. They are developing their strategic role well and are beginning to challenge the school's performance as critical friends. Governors take appropriate account of all statutory responsibilities.

The school responds well to national and local priorities and this is having a positive effect on standards and provision at the school. The development of literacy skills, the promotion of the Welsh language and assessment of and for learning are good examples of this.

Improving quality: Good

The self-evaluation report is of good quality and based on first-hand information. There is effective use of the information collected to identify appropriate priorities for improvement in the school development plan. The development plan is a comprehensive document and gives clear direction to the work of the school.

The effective use of performance data, classroom observations and a scrutiny of pupils' work allow the school to monitor progress and focus well on improving pupil outcomes. All members of staff and governors are aware of the purpose and effect of self-evaluation and their role in the process is developing appropriately. The views of pupils and parents are carefully considered.

Teachers and support staff collaborate successfully in improving aspects of provision. These include developing pupils' Welsh language and mathematics skills, and improving wellbeing.

Teachers and support staff are jointly involved in training events and they visit each other's classrooms regularly to share good practice. They are actively involved in cluster initiatives to raise standards in literacy, numeracy and the moderation of pupils' work. They also host visits of teachers from other schools to see good practice in the use of specific language and numeracy schemes.

Partnership working: Good

The school has effective links with a range of partners that make a positive contribution to improving pupils' outcomes and wellbeing.

Partnerships with parents have developed well through initiatives introduced by the school. Parents feel welcome and appreciate the ease with which they can approach the school. They receive regular information about activities and events through the school website, postcards, letters and newsletters. A few families enjoyed attending a Welsh workshop for parents and pupils at the school.

Transition arrangements between the home and school and with the local playgroup are good. There are effective links with the secondary school which enable pupils to transfer smoothly. There are appropriate procedures for moderating and standardising pupils' work.

The school has effective partnerships within the local community and with a range of agencies and services. These links provide effective support for staff, pupils and families.

A partnership with a local business has provided valuable financial support in resourcing the outdoor play facilities. The strong links with the church and voluntary organisations enable pupils to be involved in and contribute in a positive way to their community.

Resource management: Good

The acting headteacher and the governing body manage the school budget effectively. School spending decisions link well with the priorities for improvement. There is a good range of learning resources which are renewed and updated regularly.

There is an appropriate level of staffing. Leaders deploy staff well to ensure the effective delivery of the curriculum and the best use of their expertise and experience. The school makes good use of performance management procedures and staff appraisal to plan training. This has impacted, for example, on developing staff skills in Welsh alongside those of the pupils. There are appropriate arrangements for preparation, planning and assessment time for teachers.

In view of the outcomes achieved by pupils and the quality of the provision, the school offers good value for money.

Appendix 1

Commentary on performance data

In 2012, the percentage of seven-year-old pupils who achieved the expected outcome 5 in mathematical development, and personal and social development, wellbeing and cultural diversity was above the average for the family of similar schools and the national average. In language, literacy and communication skills it was above the family and similar to the national average. In comparison with similar schools in Wales in terms of the proportion of pupils who are entitled to free school meals, the results placed the school among the top 25% in mathematical development, the top 50% in pupils' personal and social development, and the lower 50% in language, literacy and communication skills.

The percentage of more able pupils who attained outcome 6 was better than the family and national average in all aspects except language, literacy and communication skills.

Over a period of four years, the percentage of pupils at the end of key stage 2 who achieved the expected level 4 in English and mathematics has been above the family of schools' average and the national average in most years. It is more uneven in science. The results in 2012 were below the family average in English and science but were above in mathematics. In comparison with those of similar schools in Wales in terms of the proportion of pupils who are entitled to free school meals, pupil outcomes in the core subjects over the last four years range between the top and bottom 25%.

Over the last four years, the percentage of more able pupils who have achieved the higher level 5 in English and mathematics compares favourably with the family average in most years. Outcomes in science demonstrate an upward trend and have been above the family average in the last two years. Results in 2012 were above the family and national averages in all subjects.

Because of the variations in the percentage of boys and girls in year groups, and the percentage of pupils with additional learning needs, it is not possible to determine a consistent pattern in the difference between boys' and girls' results. Overall, girls achieve better than boys. In the Foundation Phase, the girls' results in 2012 were better than the boys' results across the learning areas. The boys' results overall were similar to the family averages. In key stage 2, the boys' results in mathematics at the expected level 4 were similar to or better than the girls' results in two of the last four years. At the higher level 5, boys' results were better than the girls' in English and science in two years out of four. Boys' results overall were better than the family averages in most years.

Pupils who have additional learning needs make good and sometimes very good progress and achieve their targets. Pupils with English as an additional language make good progress in line with their targets. Pupils entitled to free school meals achieve well. The outcomes overall are similar or better than the results of those not entitled.

Appendix 2

Stakeholder satisfaction report

Learners' questionnaires

Fifty-four pupils completed the questionnaire. All the pupils state that they feel safe at school and believe that the school deals well with bullying. Most pupils indicate that they know whom to speak to if they are anxious about something. All pupils indicate that they learn how to be healthy, and that there are many opportunities for them to undertake regular physical exercise. Most pupils are of the opinion that they are doing well and all state that teachers help them to learn and make progress. Many believe that homework helps them to understand and improve their schoolwork. Everyone is of the view that they have enough books and equipment to do their work. Many pupils agree that pupils behave well during lessons. Most are of the opinion that pupils behave well at playtime and during the lunch break.

Responses offer a positive picture that compares well with the national average for primary schools across Wales.

Parents' questionnaires

Parents completed fourteen questionnaires. They are all satisfied with the school. They say that their children like school and feel safe there. Most parents believe that their children are making good progress. Everyone is of the opinion that teaching is good. Most believe that staff expect children to work hard and that there is additional support for pupils who have specific individual needs. All parents feel that the homework that is given builds well on what their children learn at school. Most believe that the school offers a good variety of activities. They say that pupils' behaviour is good, and most believe that staff treat children fairly and with respect. Most are of the opinion that the school prepares their children for the next stage of their education. Most state that they receive regular information about their child's progress and that they are clear about the school's complaints procedures. Everyone is of the opinion that the school is managed well.

Responses show a high level of satisfaction among parents and these are generally above the national average for primary schools across Wales.

Appendix 3

The inspection team

Dorothy Morris	Reporting Inspector
Terry Williams	Team Inspector
Julie Price	Lay Inspector
Lesley Rees	Peer Inspector
Heather Cale	School Nominee

Copies of the report

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

Year groups, the Foundation Phase and key stages

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

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

Primary phase:

Year	N	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	3-4	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

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

The Foundation Phase and key stages cover the following year groups:

Foundation Phase	Nursery, Reception, Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

Glossary of terms – Primary

Foundation Phase indicator (FPI)

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

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

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

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

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

The core subject indicator (CSI)

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

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

- English or Welsh first language
- mathematics; and
- science.

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

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

All-Wales Core Data sets

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

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

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