

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

A Report on the Quality of Education in

**Llangwm VCP School,
The Gail,
Haverfordwest,
Pembrokeshire
SA62 4HJ**

School Number: 6683040

Date of Inspection: 16/03/09

by

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Date of Publication: 21/05/09

Under Estyn contract number: 1112908

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Llangwm VCP 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 Llangwm VCP School took place between 16/03/09 and 18/03/09. 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:

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

There are three types of inspection.

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

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

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

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

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

This school received a **standard** inspection.

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

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Context

The nature of the provider

1. Llangwm Voluntary Controlled Church-in-Wales School, serves the communities of Llangwm and Rosemarket and is situated in the village of Llangwm about five miles south of Haverfordwest in Pembrokeshire. The area is rural with a variety of social backgrounds described by the school as being neither socially advantaged nor disadvantaged. Approximately 39 per cent of pupils reside outside the school's catchment area.
2. The school was last inspected in March 2003. Since then the age range for pupils has been extended to include part-time nursery children. It now caters for pupils aged three to eleven who are accommodated in six classes. Pupil numbers have increased significantly from 91 at the previous inspection to 150 currently on role including nineteen nursery children who attend mornings only. Nursery children enter school on attaining their third birthday and are taught in the Foundation Phase class with some of the reception age children.
3. On entry pupils' attainment covers a wide range of abilities but is generally in line with the expected average. Twenty-one pupils (18 per cent) have been identified as having special educational needs (SEN), which is below the Local Education Authority (LEA) average of twenty-eight percent.
4. Six point five per cent of pupils claim their entitlement to free school meals, which is below the Local Education Authority and Wales average of fourteen and twenty-one percent respectively. All pupils come from homes whose predominant language is English. No pupils use Welsh as their first language; currently there are no pupils learning English as an additional language.
5. The Headteacher has been in post since 2001. Recently there have been significant changes of staff resulting in the appointment of the deputy head in September 2008 and five other teachers over the past four years.
6. The school has achieved the Basic Skills Quality Mark 3, the Healthy Schools Award for the third time and has gained the Pembrokeshire Sustainable Schools Bronze Award.

The school's priorities and targets are to:

- ensure the Christian faith has prime importance for our ethos and values.
- develop a happy and caring atmosphere in which all children are motivated to learn.
- endeavour to help children develop as responsible members of society, having the skills to fully grasp the opportunities that the future brings.

- ensure that all children develop to their full potential by providing a broad and balanced range of quality learning experiences in accordance with the National Curriculum.
- create and maintain a happy and supportive learning environment where everyone has pride in their own success and that of others.
- develop in each child a desire to enquire and to help them develop the necessary skills for learning and life.
- value the partnership with parents to create a feeling of mutual respect and understanding.
- develop and maintain a relationship with the Llangwm and Rosemarket communities so that the school can play a central role in village life; and
- maintain a healthy and safe school environment where pupils and staff feel secure and relaxed.

Priorities for 2008 - 2009 are to:

1. successfully introduce the Foundation Phase and the revised Key Stage 2 curriculum.
2. link assessment more directly to skills development and assessment for learning.
3. review planning and evaluation methods used throughout the school and link these to the continuing development of a skills led curriculum.
4. evaluate the 2006 – 2009 School Improvement Plan linking this to the process of School Self Evaluation in preparation for Estyn Inspection.
5. identify areas for inclusion within the overview for the 2009 – 2012 School Improvement Plan.
6. further develop the use of Cognitive Acceleration in Mathematics Education (CAME) lessons to supplement the Key Stage 2 Mathematics curriculum.
7. maintain the development of the confident use of Welsh by learners and staff in order to improve their bilingual skills; and
8. maintain effective cluster group moderation to strengthen end of key stage assessment and support transition between phases of learning.

Summary

7. Llangwm is a good school with many outstanding features. The school has made very good progress since its previous inspection.

Table of grades awarded

Key Question	Inspection grade
How well do learners achieve?	Grade 1
How effective are teaching, training and assessment?	Grade 2
How well do the learning experiences meet the needs and interests of learners and the wider community?	Grade 2
How well are learners cared for, guided and supported?	Grade1
How effective are leadership and strategic management?	Grade1
How well do leaders and managers evaluate and improve quality and standards?	Grade1
How efficient are leaders and managers in using resources?	Grade1

8. The judgements of the inspection team agree with the school's self-evaluation in all seven key questions.

Standards

9. Numbers of pupils within each year group are relatively small and so analysis of assessment data for an individual year can be misleading. However, an analysis over recent years indicates that Llangwm is a high performing school and pupils of each gender attain well above national and local averages in all core subjects in both key stages.
10. Statutory assessment results at the end of Key Stage 1 in 2008 were above the national and local averages in the core subjects of English, mathematics and science. When compared with similar schools (those with approximately the same percentage entitled to receive free school meals), the 2008 Key Stage 1 results were in the upper 50 per cent for English and in the lower 50 per cent for mathematics and science. At the end of Key Stage 2 in 2008 statutory assessment results were above the national and local averages in English and mathematics and equal to those averages in science. When compared with similar schools, the school was placed in the lower 50 per cent in English and mathematics and in the lowest 25 per cent for science.

Grades for standards in subjects inspected

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

Inspection Area	Key Stage 1	Key Stage 2
Science	Grade 2	Grade 1
Welsh second language	Grade 2	Grade 2
Information communications technology	Grade 2	Grade 1
Geography	Grade 2	Grade 2
Music	Grade 2	Grade 2
Physical education	Grade 2	Grade 2

12. Standards of achievement in lessons in subjects inspected were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
15%	85%	0%	0%	0%

13. These statistics are well above the national figures reported in Her Majesty's Chief Inspector's Annual Report 2007-08, where standards are good or better (Grade 1 and 2) in 84% of lessons; and above the figure of 12% for lessons where standards are outstanding (Grade 1).
14. Children's attainment on entry to the nursery is in line with the expected LEA and national averages. The overall quality of the educational provision for under-fives is appropriate to their needs and the children are making good progress towards the Foundation Phase outcomes.
15. Most pupils, whatever their background, including pupils with additional learning needs make good and at times very good progress. The way in which pupils meet or exceed the targets set for them is an outstanding feature.
16. Nearly all children under five make very good progress in their numeracy skills, and in the communication skills of speaking and listening and reading and in the development of their use of Information communications technology (ICT) skills. Their bilingual skills and writing skills are of a good standard.
17. In Key Stage 1 and 2 standards in speaking, listening, reading, numeracy and ICT are outstanding and in writing they are good. However pupils' bilingual competence is currently underdeveloped.

18. Pupils use new knowledge and skills appropriately to increase their understanding and develop ideas. Most show a good understanding of what they are doing, how they are progressing and of what they need to do to improve. They are very well prepared to move on to the next stage of their education.
19. Pupils' behaviour and their attitudes towards learning are outstanding features of the school and contribute significantly to the standards pupils achieve in their personal and social development. Pupils are well-motivated, enthusiastic and enjoy their learning.
20. Attendance rates are above the national average. Most pupils are punctual and keen to attend school.
21. Pupils' personal, moral and social education is a positive feature of the school. Pupils' are supportive to all members of the school community and have a good awareness of equal opportunities issues. Pupils' knowledge of Welsh culture is good and they display a growing respect for deferring cultural traditions within the wider world.
22. Pupils' skills to work independently and to take responsibility for their own learning are well developed. Their problem solving skills are good and the mutual help and support they offer to each other is an outstanding feature of their learning.
23. Pupils take an active role in the life and work of the local communities. Pupils' understanding of the world of work and industry in the area is good with no important shortcomings.

The quality of education and training

Grades for teaching

24. Grades for teaching in sessions observed during the inspection were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
27%	73%	0%	0%	0%

25. These statistics are well above the national figures reported in Her Majesty's Chief Inspector's Annual Report 2007-08, where standards are good or better (Grade 1 and 2) in 83% of lessons; and well above the figure of 16% for lessons where standards are outstanding (Grade 1).
26. An outstanding feature of teaching is the excellent working relationships between teachers, support staff and pupils in classes; this promotes a high quality ethos in lessons and a strong partnership in learning. Teachers have good subject knowledge. They fully involve pupils and set appropriate levels of challenge and pace in tasks set and intervene sensitively to support and

encourage pupils in their work. Their use of the school's interactive whiteboards has a good impact on teaching and learning in all classrooms.

27. Irrespective of their background or ability pupils are included very well in all aspects of learning. The emphasis given to promoting the language needs of learners and promoting bilingual skills is developing steadily.
28. The school's policy for assessing, recording and reporting is clear and establishes sound principles for procedures. The marking policy emphasises the importance of giving positive praise and is enhanced by oral discussion with pupils. Target setting with teachers and pupils working together is well embedded in the school. Pupils' assessment of their own work and that of their peers is developing well.
29. A wide range of standardised tests is used well to track the progress of individual pupils. End of key stage teacher assessments of National Curriculum levels make good use of optional assessment materials. The school works with the high school and local primary schools to moderate standards of assessment. Annual reports to parents conform to statutory requirements. They are outstanding in their quality and are clearly understood by parents and discussed with the school.
30. The curriculum complies with statutory requirements; it is appropriately broad, balanced and relevant, and meets the needs of a range of pupils equally. Planning for the Foundation Phase and the newly implemented curriculum for Key Stage 2 is progressing very well. For the development of key skills planning across the curriculum is thorough and well embedded, although opportunities are missed in the planning for the development of bilingualism.
31. An outstanding feature of curricular provision is the broad range of extra-curricular activities to which pupils have access. There is also an extensive enrichment of many subject areas through links with the national park and visits to places of interest, including a residential visit to Llangwm School, Conwy. Visitors to school also stimulate work across the curriculum.
32. The school makes outstanding provision for pupils' moral and social development. Collective worship meets statutory requirements with circle time and educational philosophy being important elements. Pupils are caring and make sure that no one is without a friend with whom to play.
33. The Cwricwlwm Cymreig is promoted effectively and pupils' understanding of their own culture and their awareness of the diversity within society is positively promoted. The school is part of the Welsh Network of Healthy Schools, is working towards the Pembrokeshire Sustainable Schools Silver Award. pupils' awareness of the importance of a healthy lifestyle and sustainability is good.
34. The school's partnerships with parents and the local communities are outstanding and there are good links with the local high school.

35. The school provides outstanding care, support and guidance for pupils. The headteacher and staff are highly successful in identifying pupils' needs and in creating conditions in which pupils can develop and flourish.
36. The school works in full and productive partnership with a wide range of agencies and support services to ensure children's needs are provided for and carefully assessed. An outstanding feature is the way in which the headteacher regularly consults parents and pupils and takes into consideration their views and opinions. The school council is a very good forum for the development of pupils' personal and social skills; councillors are very good ambassadors for their school.
37. Induction procedures are effective and ensure that pupils settle quickly into their new environments. The school provides outstanding personal support and guidance and teachers are very good role models.
38. Provision for pupils with additional learning needs (ALN) has outstanding features. The school has effective procedures for identifying pupils at an early stage. Parents are informed of all the strategies which are employed to ensure additional support. This is provided in a flexible way by both teachers and support staff. Individual education plans (IEPs) are reviewed at least every term and parents are fully informed of their content. Behaviour support for individual pupils and training for staff are provided effectively.
39. The quality of provision for equal opportunities is outstanding and the commitment to social inclusion of all pupils is exemplary. The school recognises the diversity of pupils' backgrounds and takes this into consideration when planning and delivering support and guidance. Equality for all is firmly embedded in the school's ethos.
40. Outstanding measures are in place to eliminate any bullying, oppressive behaviour, racial discrimination and all forms of harassment.

Leadership and management

41. The clear direction the headteacher provides is a significant feature of the school. He is well supported by the deputy headteacher and this new partnership is already becoming an influential factor in development of the school. Their work is complemented by all staff. The successful integration and development of new staff confirms effective arrangements are in place for their induction. All staff work closely together, all are involved in the school improvement plan and levels of communication are good.
42. The school takes good account of national priorities and has responded very well to new curriculum initiatives. It is implementing them with enthusiasm through a well planned programme.
43. The governing body are very supportive. They are kept well-informed through regular reports by the headteacher, liaison with subject leaders and visits to school. Governors fully understand their responsibilities and are well positioned

to help the school in its strategic planning. They have a good oversight of the budget and supervise expenditure well. The governing body meets regularly and fulfils all regulatory and legal requirements.

44. The way the school effectively monitors, evaluates and improves its performance and raises the quality and standards of education is an outstanding feature. The school has well established and well planned processes for reviewing all aspects of the school and for the raising of standards through its monitoring systems. All staff have a good understanding of the areas for which they are responsible.
45. Evidence is gathered from a wide range of sources. The school seeks the views of all those involved, especially pupils; this is an outstanding feature. The school improvement plan (SIP) clearly identifies relevant priorities. Resources are clearly identified and targeted at priorities for improvement.
46. A good number of qualified and experienced staff are employed to deliver the curriculum effectively to all learners. Good use is made of the expertise and experience of the staff. The school deploys support staff very effectively and working alongside teachers they provide essential support.
47. The quality and quantity of resources in the school for teaching and learning is good and are accessible to the learners. ICT resources are outstanding.
48. The school buildings are adequate. However despite the excellent efforts of the whole school community they have limitations particularly in relation to space. Although best use is made of the buildings there is very limited scope in the present accommodation for further improvements. The school grounds are well maintained and offer a good and varied range of educational opportunities.
49. Spending decisions are very well matched to the school's priorities for development. The headteacher and the finance committee work closely with LEA finance officers and governors plan in advance for future developments. Well-focused spending decisions have contributed significantly to moving the school forward. Overall the school provides good value for money.

Recommendations

In order to improve further the school should:

- R1 *build on the good standards achieved in the teaching of Welsh as a second language and through systematic planning transfer these skills to subjects and activities across the curriculum to further develop bilingualism.
- R2 *link assessment more directly to the Foundation Phase and the new curriculum in Key Stage 2 in order to record pupils' progress in the development of skills and further develop the assessment for learning process; and
- R3 seek ways to lessen the impact of the shortcomings in accommodation identified in the report.

*These recommendations have already been identified by the school in its school improvement plan.

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

Standards

Key Question 1: How well do learners achieve?

Grade 1: Good with outstanding features

- 50. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 51. Numbers of pupils within each year group are relatively small and because their pupil profiles can be variable comparative analysis of assessment data for an individual year is difficult and can be misleading. However, an analysis over recent years indicates that Llangwm is a high performing school. Although over time boys tend to outperform girls, pupils of each gender attain well above national and local averages in all core subjects in both key stages.
- 52. Statutory assessment results at the end of Key Stage 1 in 2008 were above the national and local averages in the three core subjects of English, mathematics and science. The core subject indicator (the percentage of pupils reaching level 2 in each core subject) of 93 per cent, for 2008, was well above the national average of 80 per cent. When compared with similar schools (those with approximately the same percentage entitled to receive free school meals), the

2008 Key Stage 1 results were in the upper fifty per cent for English and in the lower fifty per cent for mathematics and science.

53. At the end of Key Stage 2 in 2008 statutory assessment results in the core subjects were above the national and local averages in English and mathematics and equal to those averages in science. The percentage of pupils achieving the higher level 5 in these subjects was above the national average. The core subject indicator (the percentage of pupils reaching level 4 in each core subject) of 85 per cent was well above the national average of 74 per cent. When the Key Stage 2 results are compared with similar schools, the school was placed in the lower 50 per cent in English and mathematics and in the lowest 25 per cent for science.

Grades for standards in subjects inspected

54. Standards of achievement observed in lessons in subjects inspected were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
15%	85%	0%	0%	0%

55. These statistics are well above the national figures reported in Her Majesty's Chief Inspector's Annual Report 2007-08, where standards are good or better (Grade 1 and 2) in 84% of lessons; and above the figure of 12% for lessons where standards are outstanding (Grade 1).
56. Children's attainment on entry to the nursery is in line with the expected local education authority (LEA) and national averages. Baseline data at age four indicates that most pupils show very good levels of achievement in their first year in school. The overall quality of the educational provision for under-fives is appropriate to their needs and children are making good progress towards the Foundation Phase outcomes.
57. In Key Stages 1 and 2, standards in subjects inspected are as follows:

Inspection Area	Key Stage 1	Key Stage 2
Science	Grade 2	Grade 1
Welsh second language	Grade 2	Grade 2
Information communications technology	Grade 2	Grade 1
Geography	Grade 2	Grade 2
Music	Grade 2	Grade 2
Physical education	Grade 2	Grade 2

58. Most pupils, whatever their background, including pupils with additional learning needs, cope well with the work that is set for them and make good and at times very good progress. Tracking systems within the school confirm that there is a very good match between results and the targets set. The way in which pupils meet or exceed the targets set for them is an outstanding feature with nearly all achieving or exceeding their agreed learning targets.
59. Nearly all children under five make very good and at times outstanding progress in their numeracy skills and in their communication skills of speaking and listening and reading and in the development of their use of Information Communications Technology skills. Their bilingual skills and writing skills are of a good standard.
60. Overall, pupils in Key Stage 1 and 2 achieve good standards in the development of key skills. Their communication skills of speaking, listening and reading and their numeracy and Information Communications Technology skills are outstanding features in both key stages and are well used with increasing competence across the curriculum. The transfer of their English writing skills to other subjects is of a good standard. However pupils' bilingual competence is currently underdeveloped.
61. Pupils, including those with special educational needs (SEN), make at least good progress across the curriculum. in relation to the tasks set for them. They use new knowledge and skills appropriately to increase their understanding and to develop ideas.
62. Most pupils show a good understanding of what they are doing. They have a developing awareness of how they are progressing and of what they need to do to improve. The rate of progress, for pupils of all abilities, in these processes improves steadily as they move through the school.
63. Pupils' skills in working independently and taking responsibility for their own learning are well developed. They work together in pairs or groups with confidence; the mutual help and support they offer to each other is a positive and an outstanding feature of their learning. Their problem solving skills are good and are used to good effect in a wide variety of situations across the curriculum.
64. During their time at Llangwm V.C. School pupils make good progress towards fulfilling their potential and are very well prepared to move on to the next stage of their education. This is an outstanding feature at the beginning of Key Stage 1 and at the end of Key Stage 2.
65. The development of pupils' personal social and learning skills is good with outstanding features. Pupils' behaviour and their attitudes towards learning are outstanding features and contribute significantly to the standards pupils achieve in their personal and social development and to the quality of life. The school is a happy, friendly and supportive community where all pupils are valued and nurtured.

66. Pupils are well-motivated, enthusiastic and enjoy their learning. They listen attentively to their teachers, engage readily in discussion, co-operate well with adults and their peers and settle quickly to their tasks. They are able to sustain concentration, often for extended periods, and are keen to do their best.
67. Pupils' behaviour throughout the school day is an outstanding feature. They are developing into independent, responsible and mature individuals who show respect and consideration for all involved in the school community.
68. Attendance rates for the past three terms average 94 per cent. These percentages are above national rates of attendance for pupils of primary school age but slightly below rates of attendance for schools that have a similar free school meal entitlement. Most pupils are punctual and keen to attend school; registration is conducted efficiently and lessons start promptly.
69. The school is acknowledged as being a successful Health Promoting school having received its award on three occasions. Standards of pupils' personal, moral and social education are a positive feature of the school. Excellent relationships within the school support and underpin this. Pupils' are supportive to all members of the school community and are able to empathise appropriately with those less fortunate than themselves. They have a good awareness of equal opportunities issues. Pupils' knowledge of Welsh culture is good and they display a growing respect for the diversity of beliefs, attitudes and cultural traditions within their locality, Wales and the wider world.
70. Pupils take an active role in the life and work of the local communities. The school is well involved in the local area and participates in many aspects of community life. Pupils' understanding of the world of work and industry in the area 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

71. The findings of the inspection team match the judgement made by the school in its self-evaluation report. Grades awarded for the quality of teaching in lessons observed during the inspection were as follows.

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
27%	73%	0%	0%	0%

72. These statistics are well above the national figures reported in Her Majesty's Chief Inspector's Annual Report 2007-08, where standards are good or better (Grade 1 and 2) in 83% of lessons; and well above the figure of 16% for lessons where standards are outstanding (Grade 1).

73. An outstanding feature of teaching is the excellent working relationships between teachers, support staff and pupils in classes that promote a high quality ethos in lessons and a strong partnership in learning. Teachers often instil a high but appropriate level of challenge in the tasks that they set the children. They also prepare a wide range of good resources and engaging activities to involve pupils fully in lessons.
74. Teachers stimulate and challenge pupils of all abilities well in carefully differentiated activities. They set clear and appropriate time limits for them to complete tasks and this ensures that lessons progress at a good pace. Teachers intervene sensitively to support and encourage pupils in their work.
75. Teachers have good up to date subject knowledge and use this effectively in lessons. They are enthusiastic in their teaching and use a good range of context and resources to capture the pupil's interest and assist their understanding. Their use of the school's interactive whiteboards has a good impact on teaching and learning in all classrooms. Consequently pupils' progress in ICT is significantly enhanced in many subjects.
76. Lessons are well planned and have a clear purpose and structure. This is particularly true for the teaching of key skills. Teachers share learning objectives with the children and review them towards the end of lessons to monitor progress. Plenary sessions are often effective.
77. Where appropriate teachers show versatility in adapting lessons to accommodate the needs of all children particularly those with SEN. Teachers ensure all children with SEN play a full part in learning who are supported very well by their teachers and classroom assistants. Arrangements for organising these pupils are effective.
78. Teachers promote equal opportunities and address the issues of gender, race and disability equality very successfully. Pupils, irrespective of background or ability are included very well in all aspects of learning. Emphasis placed on promoting the language needs of learners bilingual skills is developing steadily.
79. The school's policy for assessing, recording and reporting is clear and establishes sound principles for procedures. The marking policy emphasises the importance of giving positive praise and comments which will lead to improvement of specific aspects of pupils' work. The consistent implementation of the policy across key stages and the curriculum is enhanced by oral discussion where this is possible and relevant.
80. Target setting for individual pupils is well embedded in the school. Focussed targets in literacy and numeracy are decided by teachers and pupils who work together; they are reviewed regularly as needed. Pupils are fully aware of what their targets are and take their participation in setting them seriously. Pupils' assessment of their own work and that of their peers is developing well.
81. The results of baseline assessment administered in nursery and of the Bury test in reception are used very effectively to set class and individual targets for

children in Foundation Phase. Teacher and support staff make informal records on a daily basis of children's ongoing development in the seven areas of learning; these are used to create a detailed and accurate profile of each child's progress, to inform medium and short term planning for the development of skills, and to identify any pupils who may cause concern or for whom additional provision may be needed.

82. A wide range of standardised tests is used well through the two key stages to track the progress of individual pupils in reading, spelling, English and mathematics. Results are closely monitored to identify pupils who may benefit from additional support in a particular area, and to direct planning at all levels. They also contribute sound evidence for the compilation of a register of more able and talented pupils.
83. End of key stage teacher assessments of National Curriculum levels make good use of optional assessment materials and assessment tasks integral to schemes of work in core subjects. Results are kept in class folders, together with copies of reports to parents and a current piece of work in each core subject. These inform the statutory target-setting process and are passed on to the next teacher and transferred to the high school at the end of Key Stage 2. Individual achievement files and past examples of best work are kept by pupils and record achievement inside and outside school.
84. The school works with the local high school and local primary schools to moderate standards of assessment and to ensure consistency and comparability of standards and levels awarded. Portfolios which include levelled and annotated work in core subjects are used to enable teachers to be secure in their moderation of levels. Collections of work in the foundation subjects are used as a record of evidence of the curriculum provision and as a resource for future learning.
85. Annual reports to parents conform to statutory requirements and are outstanding in quality and clearly understood. They provide detailed, evaluative information on pupils' achievements in core and foundation subjects and religious education. They give parents an opportunity to comment on their child's progress, and to set realistic, relevant targets for the way ahead. Parents are invited to school to respond to the report if they wish in the summer term, and to inquire into their child's progress in the autumn and spring terms.

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.

86. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
87. The curriculum complies with statutory requirements, is appropriately broad, balanced and relevant, and meets the needs of a range of pupils equally. Long

term planning for the revised curriculum for the Foundation Phase is developing very well, and the scheme of work for the under-fives is clearly based on the seven areas of learning.

88. The overall quality of the educational provision for the under-fives is appropriate to their needs and children are making good progress towards the foundation phase.
89. Weekly planning and planning for lessons is detailed and focussed. Learning experiences provided for both nursery and reception age children are structured very well to meet the need to develop a wide range of skills.
90. While schemes of work and lesson planning in Key Stage 1 continue to follow the national curriculum requirements, some aspects of Foundation Phase planning are being effectively transferred, to pave the way for future extension of the Foundation Phase.
91. Planning for the newly implemented curriculum for Key Stage 2 is progressing very well. Revised policies and schemes of work for all National Curriculum subjects are in place and are based on six investigative questions each half term. Particular attention is given to the development of subject specific skills, as well as key skills across the curriculum.
92. Short term lesson planning in both key stages is careful and detailed, and outlines lesson objectives and success criteria, context, structure, resources and deployment of other adults.
93. Planning for the development of key skills across the curriculum is thorough and well embedded. Provision in most key skills is very good, although opportunities are missed in the planning for the development of bilingualism which would ensure consistent application of learning and experiences of second language Welsh lessons to other subjects and daily routines.
94. An outstanding feature of the school's curricular provision is the broad range of activities to which pupils have access in the lunch-hour and after school. There is also an extensive enrichment of many subject areas, including physical education, music, English, art and ICT. Studies are enhanced by a full programme of outside visits to museums, historical sites and different places of worship. This includes a residential experience for year five and year six pupils in North Wales, which enables pupils to compare two different areas of Wales and establishes links with Llangwm Primary School, Conwy. Links with the national park rangers and the Darwin science staff enhance provision for environmental projects. Visitors to school include local clergy to take collective worship, a Diwali workshop, and a former resident of Patagonia to stimulate work on the Welsh speaking community there.
95. Overall provision for pupils' moral and social development is outstanding. The PSE curriculum is planned on the Social and Emotional Aspects of Learning (SEAL) project and includes circle time sessions for Key Stage 1 which develop into educational philosophy in Key Stage 2. Pupils have made their own

'golden' rules for lessons and play-times, and the friendship stop, together with year six play-ground buddies make sure that no pupil is without a friend with whom to play. Effort and good behaviour are rewarded effectively in 'golden book' assemblies. Year 6 pupils are given responsibility to help nursery children and members of the school council take their responsibility to represent their fellow pupils seriously. Whole school acts of collective worship promote pupils' spiritual development.

96. Pupils' understanding of their own culture and that of other faiths and cultural traditions is actively promoted. They are encouraged to raise funds for a wide range of charities, and talk to visitors about their knowledge of other cultures. The awareness of the diversity within society is positively promoted through the geography and religious education curriculum, and in collective worship.
97. Partnerships with parents and the local communities are outstanding. The school has a valued input into a range of community projects, and takes part in the Llangwm festival. Its garden is opened for visits during the festival, and the village gardening club supports school environment projects. School concerts are held in the church and chapels in the community, and Y6 pupils produce a termly newsletter for Llangwm and Rosemarket.
98. The school benefits from the support of many parents through the Association of Friends of Llangwm school, parental involvement in school clubs and as visiting speakers. A range of open evenings are provided to keep parents up to date with curricular developments as well as opportunities for them to inquire into their children's progress.
99. Communication with parents is effective, and parents are kept informed well of school events through regular newsletters, annual report of the governing body, school prospectus and regular meetings with teachers. A home-school agreement is in place.
100. The school's provision is enhanced well by a joint continuing professional development (CPD) programme and moderation meetings with cluster primaries, and with well established transition arrangements with the receiving secondary school. A well-planned programme for the visits of year 6 pupils and their parents to the secondary school together with visits of Key Stage 3 teachers to school, ensure that pupils transfer to the next stage of their education with confidence. Pupils with ALN have the opportunity of an increased number of visits starting in year five.
101. The school has established partnerships with higher and further education colleges, which provide opportunities for student teachers and students pursuing vocational courses. Students from several local secondary schools are given work placements.
102. Work-related education is developed effectively through links between the school and local employers. Staff have attended Careers Wales training linked to design technology and management.

103. Bilingual signs are displayed appropriately around the school, in pupils' work and in teaching materials. Most staff promote the use of incidental Welsh in routine activities such as registration and general greetings. Year 6 pupils use Welsh very well when running the healthy tuck shop at play-times.
104. The Cwricwlwm Cymreig is promoted effectively through a range of subjects and learning areas. Welsh, geography, history, music and art contribute well to pupils' understanding of Welsh culture and heritage.
105. The curriculum is inclusive, and the school makes effective provision for tackling social disadvantage and gender stereotyping, and for ensuring equality of access for all pupils including those with physical impairments.
106. Provision for sustainable development is good. Environment projects are an ongoing part of the development of the school grounds, and the school is working towards the Pembrokeshire Sustainable Schools Silver Award.
107. Promotion of entrepreneurial skills is achieved well by the organisation of the healthy tuck shop. Pupils have planned, made and marketed a range of produce for the annual Christmas fair, and those in Year 5 and Year 6 have taken part in the Pembrokeshire Enterprise Fair. Older and more able pupils attend mathematical challenge days to develop their skills further.
108. Effective transition between Llangwm school and the high school reflects an appropriate emphasis on national priorities. Pupils' progress in lifelong learning is actively encouraged by an increasing responsibility for their own learning in the elements of choice in the curriculum, in opportunities for independent learning and in their outstanding ICT skills.

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

Grade 1: Good with outstanding features

109. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
110. The school provides outstanding care, support and guidance for pupils. The headteacher and staff are highly successful in identifying pupils' needs and then creating the conditions in which they can develop and flourish. The mutual warmth and respect between staff and pupils are outstanding features and enable pupils to make good progress in their academic, social, personal and emotional development.
111. A full and productive partnership with a wide range of agencies and support services to ensure children's needs are carefully provided for and assessed. This multi-disciplinary approach is particularly beneficial for learners in challenging and vulnerable circumstances.
112. There are close and effective working partnerships with parents and carers, which contribute significantly to the quality of support and guidance offered to pupils. An outstanding feature is the way in which the headteacher regularly consults parents and carers, listens carefully to them and takes their views and opinions into consideration.
113. Pupils also have regular opportunities to voice their views and opinions and do so with confidence through the school council. The council is a very good forum for the development of personal and social skills and provides a good opportunity for pupils of different ages to work together and contribute to decision making. Councillors, who are very good ambassadors for their school, undertake their responsibilities seriously and feel they can make a real difference.
114. The induction procedures for pupils entering the school, moving up classes and transferring to secondary school are effective and ensure pupils settle quickly into their new environments with minimal disruption to their learning and well being.
115. The headteacher's personal commitment to the pastoral care of pupils permeates the life and work of the school, and teachers are very good role models for the pupils in their care.
116. Pupils have access to a highly effective PSE programme, in line with national recommendations, which contributes significantly to the quality of support and guidance offered to them. Health education, sex education and drugs awareness are given appropriate attention and good use is made of outside agencies to help deliver the programme.
117. The monitoring of behaviour, attendance, punctuality and performance is thorough and rigorous and early intervention ensures any issue is dealt with swiftly and efficiently. The school complies with all requirements set out in National Assembly for Wales (NAW) Circular 47/06, Inclusion and Pupil Support.

118. There are clear policies and procedures in place to promote the health, safety, and well being of pupils, including risk assessment, which are monitored and implemented consistently by staff and the governing body. Pupils are well supervised at all times and clear procedures are in place to deal with any accidents and emergencies.
119. As part of the Welsh Network of Healthy Schools, the school is successful in promoting healthy eating and a healthy lifestyle. Pupils are encouraged to eat fruit at break time, and fresh water is readily available throughout the school day. Pupils have access to a range of sporting and physical activities which contribute to their well being.
120. The school has appropriate measures to deal with appeals and complaints and to promote the protection of children. The headteacher has designated responsibility for child protection issues and there is a nominated governor for child protection issues. National child protection guidelines are followed, training is regularly updated and all adults are made aware of the correct procedures to be followed.
121. Provision for pupils with additional learning needs (ALN) has outstanding features. The headteacher, who is the additional learning needs co-ordinator (ALNCo), is very experienced and manages the provision very effectively. All documentation is fully in accord with the Code of Practice.
122. There are effective procedures for identifying pupils with ALN at an early stage. Initial dialogue between parents and teacher is encouraged so that concerns may be shared and children's progress closely monitored. Baseline results, together with teachers' observations result in school action which may include ongoing monitoring and the provision of an individual education plan (IEP). Parents are informed of all the strategies which are employed to ensure additional support.
123. All ALN pupils are withdrawn individually or in small groups for support in literacy and numeracy skills. These are organised as regular Toe by Toe, Catch up, Springboard maths, and accelerated literacy sessions which are delivered by experienced and dedicated support staff. While Popat support is given to all pupils in Key Stage 1, the provision is continued for some groups of ALN pupils in Key Stage two.
124. In class support is provided in a flexible way by both teachers and support staff. Work is differentiated to provide an appropriate level of challenge for pupils of all abilities, including more able and talented pupils.
125. With the support of the ALNCo, the classteacher ensures that pupils with ALN make very good progress through ongoing monitoring, tracking of standardised test results, and the provision of IEPs. These are integrated into short term planning and contain specific targets, implementation strategies, clear success criteria and a date for reviewing and renewing targets. IEPs are reviewed at least every term and parents are fully informed of their content.
126. ALN pupils are supported very effectively by a range of outside agencies, which include the educational psychologist, speech therapist and speech and language

teacher, occupational therapist and hearing impairment support teacher. Behaviour support for individual pupils and training for staff are provided effectively by a designated teacher from the receiving secondary school according to need. The governor for ALN takes an active interest in the school's provision and visits regularly.

127. The quality of provision for equal opportunities is outstanding and the commitment to social inclusion of all pupils is exemplary
128. The school recognises the diversity of pupils' backgrounds and takes this into consideration when planning and delivering support and guidance. Gender equality and good race relations are promoted successfully, and teachers challenge stereotypical views and expectations.
129. Diversity is recognised, respected and celebrated throughout the school. This is an outstanding feature. Equality for all is firmly embedded in the school's ethos and pupils value and respect the contribution of others regardless of their ability, gender, race or background.
130. Very good arrangements are made to secure the equal treatment of disabled pupils and to welcome disabled visitors to the school. Good quality documentation, including an accessibility plan and disability equality scheme demonstrates the school's commitment to ensuring equality for disabled pupils. Most of the school is accessible to wheelchair users.
131. Outstanding measures are in place to eliminate any bullying, oppressive behaviour, racial discrimination and all forms of harassment. Such incidents are very rare and the school functions well as an inclusive, harmonious community.

Leadership and management

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

Grade 1: Good with outstanding features

132. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
133. The clear direction the headteacher provides is a significant feature of the school. He has high expectations of himself and his members of staff. He works hard to promote the ethos of the school and ensures that all members of staff understand and implement the school's values, aims, objectives and priorities and promote those with the pupils. This has been a significant feature during the development of the school since the previous inspection during which time pupil numbers have risen significantly.
134. The headteacher is well supported by the recently appointed deputy headteacher and this new partnership is already becoming an influential factor in the well

planned further development of the school and its curriculum. Their work is complemented by those with teaching and leadership roles and although there have been recent significant changes in staff curriculum leaders are developing their own leadership and management roles well and some have already been successful in raising standards within their respective areas.

135. Liaison is good with staff working closely together in formal and informal settings. All staff are involved in the formulation of the school improvement plan (SIP) and there are good levels of communication throughout the school. Those with leadership and management roles involve all staff to make Llangwm a very inclusive school. The way in which equality for all is promoted is an outstanding feature.
136. Good account is taken of national priorities in its curriculum. It has responded very well to new curriculum initiatives and is implementing them with enthusiasm through a well planned programme.
137. The target setting process is an outstanding feature. Targets are set and regularly reviewed for individuals, groups and cohorts of pupils based on their individual potential. These are nearly always met and are often exceeded. Targets are also set and successfully met for areas of school improvement such as in the development plan of ICT.
138. The successful integration and development of new staff confirms effective arrangements are in place for the induction of new staff and recently qualified staff. Systems are in place to review and monitor the performance of all members of staff, including all practitioners, and to identify their training needs. The continuing professional development of staff and targets set for them, as part of their performance management reviews, are having a positive impact on school improvement and the raising of standards. Staff have accessed GTCW grants to visit other schools
139. The governing body meets regularly throughout the school year and fulfils all regulatory and legal requirements. It is well informed and very supportive. Governors know the local communities of Llangwm and Rosemarket very well and appreciate and value the contribution the school makes to them. Several governors are actively involved in the life and work of the school, ensuring the aims and objectives are fully realised.
140. Governors fully understand their responsibilities and through regular reports by the headteacher and staff are well positioned to help the school in its strategic planning. The headteacher provides the governing body with regular, comprehensive reports on the curriculum and pupils' progress. This, together with visits to the school, and liaison with subject leaders enables governors to have appropriate insight into the quality of provision.
141. Governors have a good oversight of the budget and supervise expenditure well. Decisions on expenditure are closely linked to the priorities identified in the SIP and they make every effort to secure best value for money. Good quality policies

are in place to meet all statutory requirements and these are monitored and reviewed on a regular basis.

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

Grade 1: Good with outstanding features.

142. The findings of the inspection team match the judgement made by the school in the self-evaluation report.
143. The way the leaders and managers effectively monitor, evaluate and improve the school's performance and raise the quality and standards of education is an outstanding feature.
144. There are well established and well planned processes for reviewing all aspects of the school and for raising standards within subjects through its system of termly subject evaluations, its school-based review and the annual September monitoring. The headteacher, subject leaders and class teachers all have a good knowledge and understanding of the areas for which they are responsible. They all provide information which is collated to judge standards, improve provision and raise standards.
145. Evidence for the self-evaluation process is gathered from a wide range of sources. The headteacher has carried out a comprehensive monitoring of the delivery of key skills throughout the school. The process also includes class teacher evaluations and the scrutiny of planning documents and pupils' work. From listening to learners and a developing programme of classroom observations, first-hand evidence is being used to monitor the quality of teaching and learning.
146. The views of pupils, staff, the governing body and the LEA are sought to inform its self-evaluation. The views of pupils in particular are given prominence; this is an outstanding feature. The school council is a good forum that allows pupils' views to be heard constructively. The inclusion of an enhanced role for parents within the process is an area for further development and involvement.
147. The way in which the school uses its self-evaluation processes is an outstanding feature. Staff work as a very effective team and there are very good levels of communication between them. The views of all staff are respected and utilised to good advantage; all are aware that they have a role in the self-evaluation process and that their input is valued.
148. The self-evaluation report produced by the school prior to the inspection is a meaningful document. It gives a clear view of the quality of provision in each key question and targets appropriate areas for development. It provides a comprehensive overview of the school's position identifying clearly those areas and aspects which are strengths and also those areas which are to be the focus for the next stage of development. The judgements of the inspection team agree with the school's self-evaluation in all seven key questions.

149. National and local data is used objectively to maintain the high standards it achieves and to target areas that have shortcomings. The school and the governing body works with the LEA to allocate resources and expertise to appropriate areas for development to raise standards.
150. The SIP clearly identifies relevant priorities from the self-evaluation process to move the school forward and plans for their development in an appropriate and prudent way. Resources are clearly identified and targeted towards priorities for improvement, for example the recent investment in equipment has resulted in an improvement in standards in ICT and the development of the 'outside classroom' is having a positive influence on many areas of the curriculum.
151. The school has made good progress since the previous inspections. It has addressed the key issues identified. Good improvements are evident in subject areas where shortcomings had been identified and the critical role of the curriculum leaders has become more effective, although more subject specific monitoring has been identified as an area for further development by the school.

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

Grade 1: Good with outstanding features.

152. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
153. The management of resources is an outstanding feature in supporting and improving standards.
154. The budget is well managed and the school employs a good number of qualified and experienced staff to deliver the curriculum effectively to all learners. Teachers are confident and have good subject knowledge to teach the curriculum. It makes good use of the expertise and experience of the staff.
155. Induction procedures in place for all new staff are effective. All staff have detailed job descriptions and there are good practices in place in relation to Performance Management for all. All are afforded and encouraged to take part in training opportunities in relation to their professional development. This in turn is closely linked to whole school priorities.
156. Support staff are very effectively deployed and work alongside teachers providing essential support. They make a significant contribution to children's learning. The support they offer and the good relationships they have with pupils contribute positively to the pupil's educational, social and personal development. Some have obtained additional qualifications awarded by external bodies.
157. The school fully meets the statutory requirements for workload remodelling and there are good arrangements in place for Planning Preparation and Assessment (PPA) time for teachers in the school.

158. The Administrative Officer deals with all day-to-day procedures in a very effective manner and the caretaker and cleaning staff ensure that the school is clean and tidy. Canteen staff provide a variety of healthy food. Lunchtime support staff contribute to the learning of all pupils by encouraging positive attitudes such as caring and sharing. All this makes a positive contribution to a happy and co-operative atmosphere.
159. Overall the quality and quantity of resources for teaching and learning is good. Resources are well organised, stored and shared well by all classes. They are accessible to the learners and they make good use of them. The high standard of displays, which include a good range of pupils' work, makes an important contribution to the learning environment.
160. The school buildings are adequate. However despite the excellent efforts of the whole school community they have limitations particularly in relation to space. In the main building the school hall is too small for the effective delivery of, aspects of the physical education curriculum, collective worship and whole school assemblies. Because of the relatively large numbers of pupils in other buildings, space in certain classes and areas of learning is at a premium and although best use is made of the buildings there is very limited scope in the present accommodation for further improvements.
161. The school grounds are well maintained and offer a range of educational opportunities. The school field has a rugby pitch, a garden area with welcoming seating for quiet activities, a pond, an outdoor play area with soft surfaces, an activity area with an adventure trail, as well as a covered area with a wide range of play equipment along with a play yard.
162. Excellent use is made of available resources and the specific focus on the effective use of ICT resources has been an important feature in contributing to raising standards in many areas of the curriculum.
163. Spending decisions are very well matched to the school's priorities for development in the SIP. Governors plan in advance for any financial implications for future developments; financial resources are reviewed on an on-going and regular basis. The school works closely with LEA finance officers and the finance committee of the governing body. The well-focused spending decisions in relation to staffing, accommodation and resources have contributed significantly to moving the school forward. Overall the school provides good value for money.

Standards achieved in subjects and areas of learning

Science

Key stage 1: Grade 2: good features and no important shortcomings.

Key stage 2: Grade 1: good with outstanding features.

Outstanding features

164. The investigative skills of the older pupils in Key Stage 2 and their knowledge of physical processes such as forces and gravity are outstanding features.

Good features

165. In Key Stage 1 pupils investigate and have a good understanding of a range of natural and man-made materials. Many know that different forces can make different materials change shapes as they push, pull, twist, bend and squeeze a variety of materials. Overall pupils have a good recall of previous learning.

166. Most pupils in Key Stage 1 are able to sort toys into those that you pull and those you push. They are developing a good knowledge of friction and know that tyres would not grip without a tread. They investigate materials and can compare smooth and rough surfaces and choose materials to show levels of grip. Most can make predictions judging the amount of friction and test their suggestions measuring and recording their findings on bar graphs. They are able to explain their results correctly and use their new knowledge to choose which shoes would be best for an icy day.

167. In their project on bodies pupils in Key Stage 1 are able to name and identify basic body parts, record eye colour and measure the size of hands and feet investigating which size is most common and who has the largest hand. They are able to categorize food types into those that are dairy products, cereals, meat and fruit and vegetables.

168. Many in Key Stage 1 have a good knowledge of basic electricity and can make circuits that light up, using bulbs, switches and batteries. Their knowledge of physical science is extended further as they study magnetism and identify natural and artificial sources of light. Many are able to identify which materials are most reflective as they choose decorations for Cinderella's dress.

169. Many pupils in Key Stage 1 gain a good understanding of the living world. They know the stages of the life cycle of the frog, can categorize animals into those that are nocturnal and those who prefer daylight and can name the main parts of a flower.

170. In Key Stage 2 most pupils in Year 3 and 4 have a good recall of knowledge about weather. They make good suggestions and record relevant ideas about the weather as they investigate artefacts used in forecasting. They know for whom the forecast is important and can identify many items to measure and record the weather and successfully make their own rain gauges. Their

scientific knowledge is further developed through good use of the internet to research weather forecasting; they communicate their findings effectively.

171. Through a good range of science activities pupils in Key Stage 2 show good development of their investigative skills, building up an understanding of their school grounds and investigating rocks and soil.
172. In Key Stage 2 pupils have a good knowledge of the human and animal bodies, can identify creatures with internal or external skeletons and know the importance of healthy eating for the human body.
173. When studying soluble materials, filtration and evaporation nearly all pupils in Key Stage 2 can plan investigations and know the importance of fair testing. They are able to make predictions, many know about dependent and independent variables, and all ability groups successfully carry out their investigations. They are able to record their results with groups self checking them to ensure greater accuracy. They know that when solids dissolve they make a solution; they have a very clear understanding of the process. They show good development of their scientific vocabulary and can report their findings clearly.
174. Older pupils in Key Stage 2 are able to use Newtons to measure the effect of opposing forces. They understand that mass is constant but weight can change. They know gravity holds everything down. They understand the effect of air resistance and gravitational pull and can describe and identify the various forces associated with bungee jumping and trampolining. Pupils can identify and accurately record the strength and direction of forces and understand the terms up thrust, propulsion and resistance.
175. In Key Stage 2 the older pupils successfully plan their own experiments, listing equipment and procedures and are able to modify them for greater accuracy. They record their data from the investigations precisely on an Excel spreadsheet and edit them accordingly, producing scatter graphs. They can interpret their results successfully showing good levels of communication.
176. Pupils have a good recall of previous work and investigations. They are able to classify reversible and irreversible processes, list facts about friction, know the properties of chewing gum and can interpret data from their weather station.
177. Knowledge of the living world and use of scientific equipment is good in Key Stage 2. Older pupils use microscopes to study plankton in the estuary and are aware of the processes of evaporation, transpiration and precipitation involved in the water cycle.

Shortcomings

178. There are no important shortcomings.

Welsh second language

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

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

Good features

179. Pupils in both key stages have a good understanding of a range of Welsh commands which are used in certain routines through the day. Pupils' awareness of Welsh vocabulary is promoted well through the attention they pay to displays in Welsh around the school. They sing a good number of Welsh songs and hymns enunciating well.
180. Y1 pupils make good progress in speaking and listening. They respond well to instructions, and use greetings confidently. They develop a good range of vocabulary relating to information about the weather. They express what they like and do not like doing with understanding, and describe what a range of other people like doing, using vocabulary about winter activities such as skiing, sliding and throwing snowballs.
181. Pupils in Y1 develop good reading skills in reading a Big Book story in a group reading situation. They write simple sentences well, introducing themselves and describing the colour of their homes. They label parts of the house and describe the colours accurately.
182. Y2 pupils show good speaking and listening skills. When describing the foods they like, and extend the sentence pattern to explain which foods are good for them and which are not. They show a measure of confidence in writing sentences about the kind of house they live in, including 'ty teras' a 'ty ar wahan'. They use a range of vocabulary and sentence patterns relating to clothes.
183. Younger pupils in KS2 pupils ask and answer questions about the weather and what Mr. Blaidd is wearing. They show a good knowledge of vocabulary relating to days of the week and months of the year. They describe the different clothes which are worn in different weathers and different seasons.
184. Pupils in Y3 and Y4 ask and answer questions about when they celebrate birthdays. They design a birthday card and write a menu for a birthday tea. They progress well in their speaking, reading and writing skills when using a range of verbs to describe their favourite activities, and positional language. Their vocabulary is expanded to include the names of animals.
185. Pupils in Y5 express a range of feelings well both orally and in their written work. They ask and answer questions about ailments, and respond confidently using positive and negative statements. They begin to use the imperfect tense of the verb successfully when writing a letter explaining an absence from school.

186. Y6 pupils show a good grasp of vocabulary to describe orally a range of buildings in the town, and use a wide range of positional words, including right and left, to describe their locations. They ask and answer a variety of questions about the location of the buildings, where they are going and where they have been, using the perfect tense of the verb.
187. Pupils in Y6 write extended sentences to explain why they or others are feeling happy or sad. They design a strip cartoon of the Christmas story, which display a good knowledge of a range of sentence constructions in sequence. Their letter to a friend and their weather diary demonstrate a good understanding of how to use the past tenses of the verb.

Shortcomings

188. There are no important shortcomings.

Information communications technology

Key stage 1: Grade 2: good features and no important shortcomings.

Key stage 2: Grade 1: good with outstanding features.

Outstanding features

189. The ability of pupils throughout Key Stage 2 to use a range of ICT tools and equipment independently and competently to support their work is an outstanding feature. As they mature they become more discerning users of ICT and are able to select the most appropriate equipment and software to suit their needs.
190. The confident way nearly all pupils use their ICT skills significantly enhances their learning in all subject areas including religious education.
191. Pupils' confidence and understanding relating to the creation of a short film including audio is an outstanding feature. By Year 6 most pupils can confidently make a film using a wide variety of ICT resources and programmes.
192. ALN learners make outstanding progress as a result of their ability to utilise their ICT skills and their speed and accuracy in inputting information into resources.

Good features

193. In Key Stage 1 pupils develop appropriate keyboard skills and mouse control skills through manipulating the functions of a variety of programs including word processing, graphics and simulation.
194. In Year 2 pupils can programme a Beebot and a Roamer to complete directional tasks. They understand the function of buttons and arrows and

begin to predict how far the device will travel. A few pupils can accurately record inputs into the Roamer.

195. The majority of pupils develop competence in opening programmes, selecting and retrieving files and saving and printing their work.
196. The photography pupils in both key stages produce by making use of the digital camera and appropriate background, setting and lighting is of a high quality.
197. In Key Stage 2 the majority of pupils make good use of the Interactive Whiteboard to consolidate their learning and generate high levels of enthusiasm for the subject.
198. Pupils in Key Stage 2 produce effective Power Point presentations and deliver them to audiences on a variety of subjects such as about living in Iqaluit in Canada.

Shortcomings

199. 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

200. In Year 1 pupils know the different seasons of the year and can name them and discuss the different types of weather in them. They can explain the different activities that people carry out in different seasons and the need for people to wear different clothing for different weather types.
201. They know that Llangwm is in Wales and understand that Botswana is a hot country. They can locate Wales on a globe. They are also able to discuss a variety of holiday activities linked to different conditions, for example skiing in the winter snow.
202. In Year 2 pupils show a good understanding of weather sayings and symbols. They are able to discuss the meanings of different weather sayings and recognise symbols used in the forecast. They are able to convey the meaning of a weather saying by completing an illustration of it.
203. In Year 3 and Year 4 pupils can locate Wales and Pembrokeshire on a map. They can record and discuss different records of the weather for example rain using a rain gauge. They also know what visibility means and know about the importance of wind direction on weather.

204. Pupils in Key Stage 2 also know that temperature is a measure of how hot or cold is the air and that it is measured in centigrade. They understand the impact of the weather on human activity and are able to talk about wind speed and direction drawing reference to chosen examples. They also know that cloud cover is measured in oktas and can recognise some different types of cloud. Some children are able to access weather data from the Met office and interpret it correctly whilst others are able to accurately explain the findings in comparing weather data from the 1960's with weather today.
205. In Year 6 pupils know the difference between a polar and a desert climate. They are able to discuss the characteristics of each of these and can explain how climate influences human activities in these areas.
206. Older pupils in Key Stage 2 are able to locate Cairo in Egypt and Iqaluit in Canada on a world map. They correctly interpret and use weather information for their chosen area and explain the climate in the locality. Moreover they offer sensible explanations as to a choice of items to take with them to their chosen location, showing a good understanding of the climatic characteristics in the different locations. Pupils understand how climate influences a range of environmental factors in these two locations for example how ice in Frobisher Bay (Canada) is causing problems for ships.
207. Year 6 pupils have a good knowledge of the mountains of Snowdonia and the U.K. and a sound awareness of the impact of fires on the environment in California. They also show good mapping skills and make well produced contour maps of mountains and Power Point presentation of geographical features.

Shortcomings

208. There are no important shortcomings.

Music

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

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

Good features

209. In both key stages pupils sing tunefully, in class groups and in whole school situations. They develop their ability to sing in unison, and have a wide repertoire of songs of different styles and hymns in English and Welsh. They demonstrate a confident awareness of the importance of pitch, dynamics and clear diction. In KS2 the quality of sound produced by pupils in singing lessons is often outstanding.
210. In both key stages pupils show a good understanding of the three elements of music and are confident in composing a simple sound sequence, and in performing and evaluating their work.

211. Y1 pupils listen carefully to 'Spring' from Vivaldi's 'Seasons' and respond sensitively to the mood of the music. They say that it is happy and they feel like dancing. Pupils in Y2 appreciate the different moods of a range of music, including pop, operatic and orchestral. They use a wide variety of media such as paint, charcoal and oil pastels to express their feelings while listening visually; they write appropriate sentences to describe the mood.
212. Key Stage 1 pupils keep a steady pulse while singing 'One little raindrop' to the accompaniment of a CD, and unaccompanied. They succeed in internalising the rhythm to vocalise number words only, and clap the rhythm simultaneously, maintaining a steady beat with rests. They choose from a range of appropriate un-tuned percussion instruments to perform a simple accompaniment to the song. They memorise a sequence of body percussion actions including clapping hands, knees and shoulders.
213. Pupils in Key Stage 1 understand that sounds can be high or low, fast or slow, and loud or quiet. They describe the music of different animals and characters in Carnival of the Animals as 'low', starting quietly and getting louder. They identify the different instruments used to introduce the animals. They work together to produce a sound story of their journey to school, using a selection of tuned and un-tuned instruments, and following a simple graphic notation.
214. Younger Key Stage 2 pupils listen intelligently to Mike Oldfield's 'Portsmouth' and respond with understanding. They know that music can describe a mood. They explore the notes of the pentatonic scale to compose a class song, and create a sound picture using a variety of rhythmic patterns and a range of tuned and un-tuned instruments. Their skills of using standard notation develop well.
215. Older Key Stage 2 pupils perform a range of simple tunes such as St Louis Blues and Lotti Collin's Lament on recorders. They keep a steady rhythm and observe rests. They show a good understanding of standard notation, and play accurately and tunefully, producing a good sound.
216. Pupils in Year 6 understand well that duration of sounds is expressed with a range of notation, including semi-breves, minims, quavers and crochets. They compose a simple eight bar sequence using a range of rhythms and the pentatonic scale with confidence. They use chime-bars competently to perform their compositions together and in turn in their groups. They evaluate and refine their work using ICT software to access a click track in order to keep a consistent tempo.
217. Pupils' learning in music is enriched across the school by opportunities to perform in seasonal celebrations in school and in the community. The skills of those pupils who receive lessons on the violin and on a range of brass and woodwind instruments in Key Stage 2 make a valued contribution to the development of the musical skills of all pupils within classes.

Shortcomings

218. There are no important shortcomings

Physical education

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

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

Good features

219. All pupils show good progression in their knowledge of the importance of health, fitness and well-being activities; they dress suitably for lessons.
220. Year 1 pupils are able to devise a game involving under-arm throwing, introducing appropriate rules and scoring opportunities, which they confidently explain to others. They evaluate and improve their games and also their performances and skills development when playing them, using digital cameras effectively. Their skills are developing well in a variety of contexts including weaving, dodging, ball skills, balancing and travelling.
221. The pupils in Year 3 and Year 4 show good progression of skills as they take part in invasion games. They show good awareness and body control as they move around the areas passing the ball to team members. Older pupils show good organisational skills and more progression in their ball skills, 'chest throwing' and 'quick-passing', as they link with others and pass to different partners. They develop a good vocabulary of relevant terms. Pupils devise bouncing and passing games involving named skills and evaluate their performance. All pupils are fully involved in their activities; they show good team work as they plan games and make decisions to improve them.
222. Year 5 pupils have a good recall of previous lessons and the skills they have learnt. The processes of warming up are well established and show progression from those of younger pupils. They take their own pulse rate and take it in turns to lead the class session to warm up muscles. Pupils show good body control and coordination during a wide range of stretching activities and have a good knowledge of the muscles being used. The warm up and cooling down procedures are very good and pupils know why they are important.
223. Pupils in Year 5 show good organisational skills and good levels of independence. All successfully devise activities to improve performance; pupils demonstrate good progression, with their passing skills improving over the lesson. There are good levels of enjoyment and pupils are aware they have improved. Standards are improved further through extra-challenge and through peer assessment and focussed evaluation.
224. In sessions led effectively by pupils Year 6 pupils are also aware of the need to warm up, stretch and cool down. When working with partners, pupils improve their hockey passing skills, using greater ball and stick control to develop their ability to carry out wall passes. Their capacity to devise games and evaluate their own performance and that of others is developed further. They understand the relevance and importance of dynamic movements and the ability to attack and defend.

225. Pupils' skills develop well across a wide range of creative and adventurous and competitive activities such as dance, athletics, team games, water sports and orienteering.

Shortcomings

226. There are no important shortcomings.

School's response to the inspection

227. The staff, governors and pupils of Llangwm V.C. Primary School are very proud of our inspection report. We feel that it provides a detailed and accurate description of our school. The report reflects the very good progress made since our last inspection in 2003 and identifies a wide range of outstanding features that exist within the education provided in Llangwm School.
228. The school was particularly pleased that the report outlined the outstanding care, support and guidance provided for all our learners and stated that conditions were created where children could 'flourish'. It was also encouraging that the inspectors recognised that the excellent working relationships between staff and pupils promoted a high quality ethos in lessons and a strong partnership in learning. The report also confirmed the accuracy of the school's own self-evaluation procedures and emphasised how the whole school community has worked together to achieve such excellent progress.
229. The staff and Governing Body would like to thank Mr. Wormleighton and the other members of the inspection team for their professionalism during the time they spent in Llangwm V. C. School. The team were rigorous in covering all areas of the school's work and courteous to staff, pupils, parents and governors.
230. The school governing body will produce an action plan to outline how the school plans to implement the three recommendations from the inspection report. A summary of this plan will be circulated to all of our parents.

Appendix 1

Basic information about the school

Name of school	Llangwm VCP School
School type	Primary inc Foundation Phase
Age-range of pupils	3 -11
Address of school	The Gail, Llangwm, Haverfordwest, Pembrokeshire
Postcode	SA62 4HJ
Telephone number	01437 890528

Headteacher	Mr. Nicholas Groves
Date of appointment	September 2001
Chair of governors/ Appropriate authority	Mr. Barry Childs
Registered inspector	Mr Stuart Wormleighton
Dates of inspection	16 th – 18 th March 2009

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	11	13	24	19	16	17	21	19	140

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	6	2	7.4

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	1:24
Pupil: adult (fte) ratio in nursery classes	1:6.3
Pupil: adult (fte) ratio in special classes	n/a
Average class size, excluding nursery and special classes	24
Teacher (fte): class ratio	6:6

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Spring 2008	93.6%	91.2%	93%
Summer 2008	94.3%	95.3%	94.2%
Autumn 2008	95%	93.4%	93.8%

Percentage of pupils entitled to free school meals	6.5%
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 2008			Number of pupils in Y2:		15		
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher assessment	School	0	0	7	87	7
		National	0.2	3.5	13.8	63.0	19.4
En: reading	Teacher assessment	School	0	0	0	64	36
		National	0.2	4.1	14.9	5.2	25.5
En: writing	Teacher assessment	School	0	0	0	100	0
		National	0.2	4.8	15.9	67.8	11.3
En: speaking and listening	Teacher assessment	School	0	0	0	82	18
		National	0.2	2.4	10.7	62.8	23.8
Mathematics	Teacher assessment	School	0	0	7	60	33
		National	0.2	2.0	10.9	65.2	21.6
Science	Teacher assessment	School	0	0	7	80	13
		National	0.2	1.6	8.5	66.3	23.4

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	93%	In Wales	80.7%

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 2008							Number of pupils in Y6		20		
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	15	40	45
		National	0.2	0	0	0.5	0.6	3.1	15.6	51.3	28.5
Mathematics	Teacher assessment	School	0	0	0	0	0	10	5	45	40
		National	0.2	0	0	0.5	0.6	2.7	14.7	51.4	29.9
Science	Teacher assessment	School	0	0	0	0	0	0	15	40	45
		National	0.2	0	0	0.5	0.5	1.8	11.4	53.9	31.7

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	85%	In the school	n/a
In Wales	75.5%	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 four inspectors spent a total of eight inspector days in the school. A team meeting was held prior to the inspection. The headteacher acted as nominee, but a peer assessor was not assigned to this inspection.

Inspectors visited and observed:

- Twenty-six 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
- teachers, governors, support and administrative staff, representatives of the school council and groups of children during the inspection.

The team also considered:

- the school's self evaluation report;
- sixty-four responses to the parents'/carers' questionnaire, of which 97 per cent were positive;
- a comprehensive range of documentation provided by the school before and during the inspection;
- dialogue with a representative of the local authority;
- 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 the headteacher staff and governors.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Stuart Wormleighton Registered Inspector	Key questions 1, 5 and 6 Science and physical education.
Rhiannon Harris Team Inspector	Key question 3 and contributions to key questions 2 and 4. Welsh Second Language and music.
Nigel Vaughan Team Inspector	Key Question 7 and contributions to key questions 1 and 2. Geography and Information and Communication Technology
Janet Warr Lay Inspector	Key question 4 and contributions to key questions 1 and 5.
Nick Groves (Headteacher) Nominee	Attending meetings and supplying information

Acknowledgement

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

Contractor;

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