FULL REPORT

INSPECTION UNDER SECTION 50 OF THE SCHOOLS’ INSPECTION ACT 2005

HUBBERSTON

CHURCH IN WALES PRIMARY SCHOOL

Observatory Avenue, Hakin, Milford Haven, Pembrokeshire SA73 3EU

A Church in Wales Voluntary Controlled Nursery and Primary School

head.hubberston@pembrokeshire.gov.uk

School number: 668/3057

Chair of Governors: Mr D.A. Humphreys

Acting Head teacher: Mrs Heather Cale B.Ed. (Hons)

Parish Clergy: Revd. Andy Bookless

Inspector: Mrs Daphne J Evans J.P B.Ed (Hons)

Date of Inspection: June 2013

Previous Inspection: June 2007

Diocesan Director of Education: Revd. Canon Brian Witt, The Vicarage, Bridge Street, St Clears, Carmarthen SA33 4EE

Local Education Authority: Pembrokeshire County Council,

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Hubberston Church in Wales V.C.School
The section 50 Inspector would like to thank the Headteacher, Staff, Governors, Parents and Pupils for their warm welcome and hospitality and the opportunity to be part of the life of the school. She is also very grateful to Miss D. Morris, the registered Estyn Inspector and her team for their excellent cooperation during the Inspection process.
1. CHARACTERISTICS OF THE SCHOOL

1.1 Hubberston Church in Wales School is a Voluntary Controlled coeducational nursery and primary school. The school provides education for children between the ages of three and eleven. The school is situated in Hakin on the outskirts of Milford Haven in Pembrokeshire. The school serves a large housing estate of council owned, rented and some private housing.

1.2 The majority of the pupils are from the local area. There are currently 148 on roll (138.5FTE) including 20 part time nursery children who attend school in the afternoons. This is considerably more pupils than during the last inspection.

1.3 The vast majority of children are from homes where the predominant language is English. Many pupils have limited experiences on entry and baseline is low. A high percentage of children enter school with poor language, communication, personal and social and physical skills.

1.4 25% of pupils are entitled to claim free school meals. This is significantly higher than the Pembrokeshire average of 17.6% and the Wales average of 19.87%

1.5 Across the school 43% of pupils have been identified as having Additional Learning Needs with 24% on School Action and 19% on School Action Plus.

1.6 All children attend Collective Worship daily and no parents exercise their right to withdraw children from R.E lessons.

1.7 There is no Church in Wales Secondary School provision in the area.

(Please refer to Appendix B for further details of the school’s characteristics)

2 PROGRESS SINCE THE LAST REPORT

2.1 The high quality of Collective Worship at the school has been maintained and developed since the 2007 Denominational Education Inspection.

2.2 Worship is well documented in the Annual Governors’ Report with the first page devoted to the distinctiveness of Hubberston as a Church School. The Acting Head teacher is aware of the need to include development of the school’s Christian mission within the School Development Plan.

2.3 The school has continued to use the Self Evaluation format as suggested by the Diocese.
2.4 A simple format for planning and recording worship has been adopted.

2.5 The school’s mission statement and aims clearly demonstrate the importance of the Christian ethos, distinctive Christian character and Christian values which underpin the life of this school.

2.6 The Diocesan crest is clearly visible on signage at the entrance to the school and the Diocesan dancing cross is used extensively within the school and on documentation. The cross in the foyer surrounded by the ceramic interpretation of the Creation is particularly striking.

3 SUMMARY

3.1 The judgements that appear in this report are based on the following contact with the school. The Section 50 Inspector attended three acts of whole school Collective Worship. She spent a day observing eight lessons which included Religious Education, Circle Time, a Class Meeting and PSE. The Inspector met the School Council and spoke with both children and adults in the playground, during early morning Motor Skills Development sessions and during lunch both in the dining room and whilst enjoying Construction Club. She met all the teaching and non-teaching Staff, the Parish Priest Revd. Andrew Bookless and his wife and spoke at length with the Acting Head teacher and the Acting Deputy Head teacher. The Inspector received all the relevant documentation beforehand. Thirty eight replies were received from parents to the Section 50 Questionnaire and these have been collated and analysed and the results can be found in Appendix A.

3.2 SECTION 50 SUMMARY JUDGEMENT RECORDS

The summary judgments on three Key Questions, based on the ESTYN four point scale (Excellent, Good, Adequate, and Unsatisfactory) are as follows:

<table>
<thead>
<tr>
<th>SUMMARY JUDGEMENT RECORD</th>
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</thead>
<tbody>
<tr>
<td>KQ1] DOES THE SCHOOL HAVE A DISTINCTIVE CHRISTIAN CHARACTER AND IS THIS REFLECTED IN THE EXPERIENCE OF LEARNERS?</td>
<td>GOOD</td>
</tr>
<tr>
<td>KQ2] HOW DOES THE SCHOOL’S CHRISTIAN CHARACTER IMPACT ON THE WELLBEING OF EACH PUPIL AND THE WHOLE SCHOOL COMMUNITY?</td>
<td>GOOD</td>
</tr>
<tr>
<td>KQ3] HOW WELL IS THE SCHOOL LED AND MANAGED AS A CHURCH SCHOOL?</td>
<td>GOOD</td>
</tr>
</tbody>
</table>

In addition, the answer to the question ‘Does the school fulfil its statutory requirements for Collective Worship, Religious Education, Admissions and Information for Parents?’ is YES.

4. REMARKS ON THE KEY QUESTIONS

Hubberston Church in Wales V.C.School
4.1 Does the school have a distinctive Christian character, and is this reflected in the experience of learners?

The Inspector’s overall judgement for this Key Question is that the school is Good.

4.1.1 How distinctive is the school’s Christian character?

The school’s external signage clearly highlights the school’s denominational character. As you enter the school the large cross on the wall facing you surrounded by the ceramic sculpture of the Creation is most effective and the stained glass cross accompanied by ‘Welcome to Hubberston V.C. School’ makes any visitor clearly aware of the school’s Christian character. The school’s logo incorporates a sailing ship with a cross as its mast. The school’s mission statement explains ’As a Church school our Christian ethos is at the heart of all that we do’. Most school policies, the home-school agreement and the prospectus refer to the development of a Christian community built on Christian values and beliefs. This could be extended to all policies by an introductory paragraph/strapline.

The parish priest is very closely involved in the day to day life of the school and leads Collective Worship on a fortnightly basis. Pupils clearly enjoy his visits to their school and School Council members expressed their enjoyment of his storytelling during worship.

Staff members work as a team seeking to enhance a very caring Christian environment for learning where both adults and children are valued for their contributions.

The School hall has been developed as a place of worship. The colours of the church year are well displayed and give pupils a better understanding of the Anglican Liturgy. A wooden cross provides a focal point and a small altar is set up at the commencement of assembly.

Prayer is an important part of each school day. Children and adults prayed together during worship, at lunchtime and before returning home at the end of the day.

The school curriculum has been built around Values for Life and these values form displays in classrooms, link different areas of the curriculum and provide a focus for Collective Worship each day. The school’s promotion of the Crucial Four ‘C’s complements ‘Values for Life’ by encouraging the entire school community to recognise that everyone counts, everyone is connected, everyone is capable and everyone has courage.

97% of parents who returned their questionnaires were aware that Hubberston V.C.School is a Church school and believe that it is a caring institution built upon clear Christian values.

Rating for this element: Good
4.1.2 What is the impact of Collective Worship on the whole school community?

The structure of daily worship offers reflection, prayer and praise. The morning service gives a spiritual dimension to each day. The Acting Head teacher leads Collective Worship in a sensitive and purposeful way. She is currently preparing for ordination and uses her Christian commitment and vision to enhance worship within the school.

The Worship Box containing symbols of the Bible, the Cross and the Candle was used most effectively to convey the Trinity to pupils and to provide a focal point for reflection, prayer and praise. Previous values were reviewed prior to the introduction of the value for this term ‘ Forgiveness’. The Acting Head teacher used ‘Signing’ to emphasise inclusivity and to extend understanding. As part of an assembly about how we use our hands this was particularly effective. In each Collective Worship attended the pupils entered quietly to music, they listened attentively and responded confidently and with obvious enjoyment. The sharing of the peace was both meaningful and age appropriate.

All members of the teaching staff are encouraged to become worship leaders and a collective worship log is maintained. Bilingual worship is held each week when pupils are taught a useful sentence in Welsh and pupils themselves, Y Criw Cymreig, lead the worship which includes both reflection and prayer in Welsh. PowerPoint is used effectively to add both visual stimulus and variety during worship.

The school community worships at three local churches, one per term. Families, friends of the school, Governors and representatives of the local congregations come together for special celebrations at Harvest, Easter and Christmas.

76% of parents who responded to the Questionnaire agreed that pupils find Collective Worship a valuable experience. Some members of the School Council felt that they would like assembly to be a bit longer which gives an excellent indication of their enjoyment.

Rating for this element: Excellent

4.2 How does the school’s Christian character impact on the wellbeing of each pupil and the whole school community?

The Inspector’s overall judgement for this Key Question is that the school is Good.

4.2.1 How effective is the school in shaping spiritual and moral development?

The school is effective in ensuring the spiritual and moral development of the pupils. The Headteacher, Governors and Staff are seeking to develop a Christian community and stable safe haven. The Parish priest is a School Governor and regularly leads Collective Worship thus helping to develop the pupils’ understanding of key Christian themes and values.

Hubberston Church in Wales V.C.School
Safeguarding and child protection have a very high priority within the school. There is a strong commitment to working alongside families and the recent Reconstruct Safeguarding Audit recognised the positive sense of wellbeing felt by pupils across the school.

There is genuine commitment to giving children a ‘voice’ and to raising their confidence and ability to share their feelings. SEAL Cymru is used as part of Personal and Social Education. Strong links are made with Religious Education and issues are explored through joint working of these two elements.

Circle time and class meetings are held regularly and the school’s promotion of key values such as forgiveness is definitely having a positive effect. The Feelings Boards and the use of the Mirrors, Windows, and Doors strategy encourage children to express their feelings in a safe environment. This is an excellent way to develop emotional literacy as was evident during classroom observation. The planned introduction of Restorative Practice will further enhance the children’s sense of well-being as children will appreciate that all staff deal with difficult situations with justice and parity.

Behaviour is excellent throughout the school. School Council members spoke positively about the use of Playground buddies when someone is feeling lonely or anxious.

92% of parents surveyed agreed that the school offers good support for spiritual, moral, social and cultural development of pupils. The involvement of families with the Home-School value sheet reinforces Values for Life at home and informs parents of some of the aspects of R.E undertaken in school.

Rating for this element: Good

4.2.2 How well does the school develop pupils’ personal qualities and achievement

Foundation Phase results for 2012 were above the Pembrokeshire and Wales average. 2012 SAT results in English and Science at Key Stage 2 were below the Pembrokeshire and Wales average but a high percentage of pupils were on the Additional Learning Needs Register. In Mathematics 100% of pupils gained a Level 4 or above. Preliminary results for 2013 show considerable progress in raising standards in English and Science. Moreover the School Development Plan shows that there are clear strategies and priorities in place for improvement.

The standard of teaching observed throughout the school was good and in some lessons exemplary. Tasks were well differentiated and pupils of all abilities were challenged. The school environment is stimulating and full of interest and pupils’ achievements are celebrated

The PASS Survey is being used most effectively as a diagnostic tool to identify low self-esteem and other personal issues affecting pupils’ performance in school. Tracking of
attainment is developing well throughout the school. There is a clear recognition by staff that ‘how children learn is as important as what they learn’.

The introduction of the Read, Write, Inc. Programme has been a positive intervention and Pyramid groups targeted at those requiring additional support have also been effective in developing children’s sense of wellbeing.

The school motto ‘Only my best is good enough’ is a powerful mantra and ensures that both staff and pupils recognise that high expectations are an integral part of the school community. Moreover guiding children towards making good choices in a sensitive way is central to the ethos of this Church school.

Promotion of independent learning coupled with reflection and assessment for learning strategies ensure that children develop skills necessary to become better learners and are able to evaluate their own progress and achievements.

Student of the Week and Seren Gymraeg have rewarded achievement and postcards are sent home from the Acting Head Teacher to share good news. Values certificates are awarded for special achievements or actions which reflect the school’s ethos. There is a real sense that this school is moving forward and pupils’ personal qualities and their achievements are being celebrated.

The Outdoor Schools Certificate is recent evidence of staff and pupils working together and learning in the local community.

Despite the low income levels for many families the school has a strong commitment to helping others as evidenced through the school’s support of PATCH, NSPCC and Children in Need.

98% of parents surveyed agreed that the school makes a significant contribution to its pupils’ education.

Rating for this element: Good

4.2.3 To what extent do the school’s Christian values underpin well-being?

As a visitor the Inspector was made to feel part of a warm, hospitable family. The philosophy that we all count is embedded within the school’s culture and underpins the response to each child’s needs.

Children with additional learning needs are guided, supported and challenged appropriately. Sometimes they are given mentoring or offered professional counselling. There is a coordinated interagency approach and one parent commented appreciatively on the questionnaire regarding the additional support her/his child had received. All staff are committed to the principle of working with others to make a positive difference to
children’s lives. Staff are also committed to strengthening relationships with parents. Pastoral care is extended to families as well as to the pupils themselves.

The central ‘Worry Box’ gives pupils the opportunity to express their anxieties more discreetly if necessary.

Breakfast Club provides support for both working parents and for those who struggle to afford nutritious food. Over 50% of fulltime pupils attend and staff explain: ‘We feed whenever children arrive – no-one is expected to learn without food in their tummy.’

Hubberston Church in Wales School encourages the contribution that volunteers can make. Members of the local church and members of the community give reading support either by giving pupils the opportunity to read to them or by reading to the children and giving them the benefit of quality time and patience.

Transition to Secondary School is aided through opportunities for working together within the local Family of Schools and the Secondary School itself. An additional contribution is made by the Behaviour Support teacher who works across the family of schools to ensure a consistency of approach.

The school’s Christian values have enabled staff to approach significant issues in children’s lives such as bereavement with reference to their faith and the love which a Christian community can exert in terms of support and strength. As the Acting Head Teacher explained the ethos of this Church school responds to the children’s spiritual, emotional, social and physical needs as well as to their academic needs.

Rating for this element: Good

4.3 How well is the school led and managed as a Church School?

The Inspector’s overall judgement for this Key Question is that the school is Good.

4.3.1 How effective is the school at securing distributed and sustained Church school leadership?

Leadership is shared. Staff and children are working together to improve school effectiveness. Each child counts, feels special and valued. Pupils respond positively to the excellent role models they see in the staff who work alongside them.

The Acting Head teacher is extremely conscientious and she has worked diligently with staff to review and update all policies and to introduce the new initiatives already referred to in this report. A vast amount of work has been undertaken over a fairly short period of time.

The Acting Head teacher has a clear vision for the school and is a role model for staff, pupils, the community and fellow educationalists alike. She is full of praise for the
achievements and hard work of her staff. People feel part of a team and everyone both pupils and staff has a voice.

The Acting Deputy Head teacher demonstrates similar commitment and her leadership in developing bilingualism throughout the school is exemplary. One parent comments ‘The dedication to teaching Welsh is outstanding’.

Teaching staff and Learning Support Assistants lead Pyramid groups such as the Motor Skills Group and Clubs such as the Construction Club both before school and during break time.

The parish priest contributes to the school by leading worship and as a Governor. This is highly valued by the school community

The Governing Body plays its part in the leadership of the school through Governor monitoring of subjects and by acting as a critical friend. Their role in the everyday life of the school is seen as developing.

The school is moving forward positively and is fortunate to have many talented staff, who are leading and managing an imaginative curriculum to meet the needs of the pupils they serve.

Rating for this element: Good

4.3.2 How effective is the leadership and management in securing the wellbeing of the school community?

A common vision is developing for the progress and wellbeing of all pupils. There is a real desire by the staff to raise expectations and self esteem within the school community. Staff and pupils are cared for, families are nurtured and welcomed. Some parents would like to be more involved in the life of the school but overall communication is good and the Annual Report is very user friendly and gives parents a real insight into the school, its curriculum and the opportunities on offer to pupils.

86% of parents surveyed agreed that the school has effective links with the local church/community/communities.

School attendance rates are falling slightly below the target set by the Governing Body but unauthorised absence is 0% thus further improvement depends wholly on reduced sickness levels or better weather conditions in the winter.

Collective worship promotes Christian values. Most school policies refer to the school’s distinctiveness as a Church in Wales School. Pupils display a very positive attitude to learning and behaviour is excellent. Throughout the Inspection period pupils were polite and courteous and the staff are effective role models. There is strong emphasis on safeguarding and education of the whole child. Wellbeing is recognised as extremely
important by all members of the school community. The Acting Head teacher, herself, was supporting a child with eating difficulties during the lunch time.

Outdoor School has given pupils confidence and the success of Read, Write, Inc. has seen children accelerate through the stages of literacy increasing their own self esteem as they do so.

There is a very positive approach to supporting pupils on the Additional Learning Needs Register. A staff member stated ‘There is always a way if we can find it’. Many children move through the stages and off the register altogether. All pupils are given the chance to shine and outside agencies compliment the school on its achievements with these children. The Learning Support Assistants are well supported and their role is greatly appreciated.

Home visits prior to children commencing at school encourage good working relationships and a smooth transition from home to school.

Rating for this element: Good

4.3.3 How well does the leadership and management of the school secure and support a sense of Christian belonging within and beyond the Church in Wales?

The Headteacher draws on her Christian faith to support both pupils, fellow members of staff and families.

As mentioned previously the parish priest works closely with the school and his contribution to the life of the school is recognized and valued. Pupils have visited the three local churches as part of the RE curriculum and for special services. A number of pupils attend the Friday Kids Club in Church.

The school has attended the Leavers Service and the Ascension Day Service at Saint David’s Cathedral and a number of pupils attended the Civic Service of Remembrance in Milford Haven.

Volunteers from the parish help with the teaching of reading, as Governors, as additional helpers on outside visits and as Worship Leaders which is commendable. Parents are invited to attend worship at the school when a whole class is involved and to attend the special services referred to earlier. The school actively promotes news from the local parish encouraging parents to attend events such as the Christingle Service.

Bishop Wyn and the Bishop’s Chaplain have visited the school. The Diocesan Education Team is very supportive of the school and staff have attended Diocesan Inset days and Twilight sessions which they found most beneficial. Further links could be made within the Deanery, the Archdeaconry and with Anglican schools worldwide.
Bronze and Silver Sustainable Schools Awards have been achieved and the Community Focus File contains a wealth of evidence linking the school with the local community and further afield.

In the Parents’ Questionnaire 84% of parents agreed or strongly agreed that the school ensures links are made with the wider community.

Rating for this element: Good

**5. ESTABLISHED STRENGTHS AND EXCELLENCE**

Hubberston Church in Wales V.C. School’s established strengths are:

5.1 The structure, content and delivery of Collective Worship

5.2 Good practice in nurturing and promoting the wellbeing of the whole child and in responding to pupils with additional learning needs

5.3 Pupils’ exemplary behaviour and courtesy

5.4 The school’s progress in promoting bilingualism and in encouraging the pupils to speak Welsh on a daily basis.

5.5 The introduction of Values for Life in the curriculum and the way it is becoming embedded within the ethos and culture of the school.

**6. FOCUS FOR DEVELOPMENT**

The school has three areas in which to focus development:

6.1 To include a target relating to Church School distinctiveness and Christian mission within the School Development Plan.

6.2 To develop a spiritual focus /prayer corner within each classroom and a spiritual garden in the school grounds.

6.3 To use Parish, Deanery and Diocesan contacts to continue developing links with other Church in Wales schools and the world wide Anglican communion.

As part of the inspection process the school is asked to prepare a response to the above recommendations and to return it to the Diocesan Schools Officer no later than the Autumn Half Term holiday 2013.
Appendix B – School Characteristics

Co-educational primary school
Bilingual school teaching Welsh as a second language
Provides education for children between the ages of 3 and 11

<table>
<thead>
<tr>
<th>Description</th>
<th>Value</th>
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<tbody>
<tr>
<td>Number of full time equivalent pupils</td>
<td>138</td>
</tr>
<tr>
<td>Number of part time nursery pupils</td>
<td>20</td>
</tr>
<tr>
<td>Number of pupils from reception to Y6</td>
<td>116</td>
</tr>
<tr>
<td>Number of pupils with a statement of Additional Learning Needs</td>
<td>0</td>
</tr>
<tr>
<td>Number of pupils withdrawn from Collective Worship</td>
<td>0</td>
</tr>
<tr>
<td>Number of pupils withdrawn from Religious Education</td>
<td>0</td>
</tr>
<tr>
<td>Percentage of pupils entitled to free school meals</td>
<td>25%</td>
</tr>
<tr>
<td>Percentage of pupils where Welsh is the main language at home</td>
<td>0%</td>
</tr>
<tr>
<td>Percentage of pupils where English is the main language at home</td>
<td>97%</td>
</tr>
<tr>
<td>Percentage of pupils who speak Welsh as a first language/equivalent standard</td>
<td>0%</td>
</tr>
<tr>
<td>Percentage of pupils from a White background</td>
<td>100%</td>
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<td>Percentage of pupils from a Black Caribbean background</td>
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</tr>
<tr>
<td>Percentage of pupils from a Chinese background</td>
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</tr>
<tr>
<td>Percentage of pupils from other ethnic groups</td>
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</tr>
<tr>
<td>Number of full time teachers</td>
<td>7</td>
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<tr>
<td>Number of part time equivalent teachers</td>
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</tr>
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<td>Number of full time equivalent teachers</td>
<td>7.8</td>
</tr>
<tr>
<td>Number of full time classroom support staff</td>
<td>6</td>
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<tr>
<td>Number of part time classroom support staff</td>
<td>6</td>
</tr>
<tr>
<td>Number of full time administrative staff</td>
<td>1</td>
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Appendix C - Glossary of acronyms

ALN – Additional Learning Needs
SEAL Cymru Curriculum Resource – Social and Emotional Aspects of Learning
PATCH – Pembrokeshire Action to Combat Hardship
The Crucial C’s – Lew and Bettner 1996
PASS Survey – Pupils’ Attitude to School and Self

Hubberston Church in Wales V.C.School