

**A report on**

**Saundersfoot C.P. School**

**Francis Lane  
Saundersfoot  
Pembrokeshire  
SA69 9HB**

**Date of inspection: March 2026**

**by**

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

## About Saundersfoot C.P. School

Name of provider	Saundersfoot C.P. School
Local authority	Pembrokeshire County Council
Language of the provider	English
School category according to Welsh-medium provision	1 – English Medium
Type of school	Primary
Religious character	None
Number of pupils on roll	172
Pupils of statutory school age	136
Number in nursery classes	21
Percentage of pupils eligible for free school meals over a three-year average (The national percentage of pupils eligible for free school meals over a three-year average in Primary is 21.7%)	7.0%
Percentage of pupils identified as having additional learning needs (a) (The national percentage of pupils identified as having an additional learning need in Primary is 9.2%)	4.4%
Percentage of pupils who speak Welsh at home	*
Percentage of pupils with English as an additional language	8.1%
Lead partner in Initial teacher education	No
Date of headteacher appointment	01/09/2015

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Date of previous Estyn inspection (if applicable)	01/05/2018
Start date of inspection	09/03/2026

Data reported is sourced from the latest available Pupil Level Annual School Census. These figures may be slightly different to those observed during the inspection.

Further information is available from the Welsh Government My Local School website: [mylocalschool.gov.wales](http://mylocalschool.gov.wales)

- a. The term 'additional learning needs' is being used to describe those pupils on the SEN/ALN register of the school.

## Summary

The school is an inclusive and nurturing community where pupils feel valued and supported. Leadership is effective and, overall, leaders identify aspects of the school's work that need to be improved and the steps that are needed to achieve this. They respond well to the views of staff, parents and pupils and this contributes successfully to the strong relationships that exist between the school and the wider community. Governors are well-informed and play an active role, contributing positively to the school's continued development. Across the school, staff work confidently to promote pupils' well-being and improve evaluate progress. Leaders have created a calm and effective indoor learning environment for pupils. However, they have not fully considered how to use outdoor spaces to enhance pupils' learning experiences effectively.

The school is developing a broad curriculum that reflects the local area and widens pupils' understanding of the world beyond their community. Staff place a strong emphasis on developing pupils as considerate, responsible individuals who appreciate their heritage and show respect for diversity. Opportunities that support pupils' spiritual, moral, social and cultural awareness are woven through learning experiences, helping most pupils to develop empathy and reflect carefully on their values.

Teachers collaborate closely to ensure pupils' learning builds progressively. Opportunities for pupils to plan aspects of their own learning including how to present their work are less well developed and lessons do not always provide appropriate challenge for all pupils.

Most pupils, including those with additional learning needs (ALN) make good progress in developing their literacy and numeracy skills and in developing digital competence. They benefit from a language-rich environment where vocabulary is continually modelled effectively. Pupils become confident speakers and enthusiastic readers, using their growing knowledge of different text types to write with maturity. Their mathematical knowledge and understanding develops well. Older pupils apply their numeracy skills in meaningful situations across the curriculum. Staff act as effective Welsh language role models and encourage pupils to demonstrate a positive attitude towards using the language.

Leaders work with families to monitor attendance, but too many pupils do not attend school regularly enough.

## **Recommendations**

We have made three recommendations to help the school continue to improve:

- R1 Ensure that learning experiences provide appropriate challenge for all pupils and enable them to develop as effective independent learners.
- R2 Improve provision for outdoor learning.
- R3 Improve pupils' attendance.

## **What happens next**

The school will draw up an action plan to address the recommendations from the inspection.

## Main evaluation

Leaders establish a strong nurturing ethos that places pupils' well-being at the heart of the school's work. Staff build positive and trusting relationships with pupils and know them well as learners and individuals. A consistently strong culture of care encourages pupils to have a positive attitude to learning. Most pupils behave well in lessons and around the school.

### **Spotlight: Promoting a strong culture of well-being in a nurturing school**

Across the school, teachers and support staff work effectively together to provide a supportive and purposeful learning environment. They have created calm indoor spaces that enable pupils to feel safe, valued and nurtured. They access these spaces independently when they need to regulate their behaviour and prepare themselves for learning. When pupils require support, staff skilfully apply consistent and supportive strategies that help pupils engage positively.

A highly skilled team of teaching assistants support teaching and learning effectively. They work closely with teachers to deliver targeted interventions that enable most pupils, including those with additional learning needs (ALN), make appropriate progress. Staff work effectively with external agencies to ensure that pupils receive the support they require. Safeguarding arrangements are robust and clearly understood by all staff.

Leaders have prioritised the development of pupils' communication skills across the curriculum. Staff provide frequent opportunities for pupils to discuss their work, share ideas and explain their thinking. As a result, nearly all pupils speak clearly and confidently when working with their peers and adults. Many pupils present their ideas well and discuss their learning with enthusiasm. They are keen to share the detail of the tasks they are completing and respond thoughtfully to questions.

Leaders have implemented a successful, systematic and consistent approach to the teaching of reading. Leaders and staff monitor pupils' progress carefully. Most pupils make good progress in developing their reading skills over time. Many pupils develop a genuine enjoyment of reading and engage confidently with a wide range of texts. By the end of Year 6, most pupils read fluently and with good expression. They demonstrate secure comprehension skills and discuss texts with increasing understanding.

Staff plan purposeful opportunities for pupils to develop their writing skills from an early age. Younger pupils begin with mark-making activities and gradually develop the confidence to write independently and express their ideas. As pupils move through the school, their writing becomes increasingly mature and purposeful. Many pupils use a developing vocabulary and begin to write effectively for different audiences. Staff scaffold

the writing process successfully to support pupils in organising and developing their ideas. However, opportunities for pupils, particularly older pupils, to develop their own ideas are limited.

Teachers provide well-planned activities that help pupils develop secure mathematical knowledge from an early age. Younger pupils gain a sound understanding of number concepts through practical learning. As pupils progress through the school, most develop appropriate mental and written strategies to complete calculations accurately and solve problems successfully. Many pupils apply their numeracy skills across other areas of the curriculum although too often, staff do not plan learning activities that provide sufficient challenge for all pupils or enable them to apply their skills independently.

Many staff act as positive Welsh language role models and use Welsh naturally during daily routines and classroom interactions. The school's effective approach to developing pupils' Welsh language skills supports pupils to develop positive attitudes towards learning Welsh. Many demonstrate good pronunciation and confidence when speaking.

Pupils benefit from opportunities to develop digital competence through their work across the curriculum. Older pupils apply their digital skills confidently in a range of contexts. Most pupils demonstrate a strong understanding of how to stay safe online and know what actions to take to protect themselves.

The school's approach to assessment and feedback supports pupils' learning effectively. Teachers use success criteria consistently well across the school and pupils understand how this supports their learning. Many pupils use the success criteria confidently to assess their own work and the work of their peers. Teachers use questioning effectively to check pupils' understanding and extend their thinking. Regular verbal feedback helps pupils improve their work and address misconceptions.

The school is making suitable progress in addressing national priorities, particularly in the development of its curriculum. Leaders have ensured that staff have a secure understanding of Curriculum for Wales through effective cluster working and relevant professional learning. Staff are beginning to adapt provision thoughtfully to reflect the needs and context of their pupils. The school's curriculum supports pupils to develop an understanding of their local community and the wider world. Leaders are beginning to strengthen the curriculum so that it reflects the school's coastal location more effectively. Pupils are developing an awareness of the history and culture of their local area while also learning about traditions and celebrations from other cultures. Pupils demonstrate respect for diversity and appreciate the different backgrounds represented within the school community.

Pupils develop their physical skills effectively. The school site includes spacious outdoor areas that enable pupils to be active during playtimes. In addition, the school offers a beneficial range of extra-curricular sporting activities that further support pupils' physical development. Although the school has extensive grounds the pupils do not have frequent enough opportunities to enhance their learning in the outdoors or develop their outdoor learning skills.

Leaders, including governors, and staff, engage in regular and effective monitoring and evaluation activities that provide useful first-hand evidence. They use this information well to inform self-evaluation and to identify appropriate priorities for improvement. In addition, leaders maintain effective communication with parents, keeping them well informed about pupils' progress, well-being and developments within the curriculum.

Governors work effectively with the headteacher to monitor and manage the school's finances, including ensuring that grant funding, such as the Pupil Development Grant, is used purposefully to support pupils from low-income households to make good progress in their learning.

Leaders place appropriate emphasis on improving attendance and work closely with families to encourage regular school attendance. Despite these efforts, overall attendance rates are too low.

Transition arrangements are effective and support pupils well as they move between classes and on to the next stage of their education. As a result, pupils feel confident and prepared for the next phase of their learning. Teachers engage in purposeful and detailed transition meetings with receiving staff. These professional discussions focus on pupils' academic progress and on their emotional, social and wellbeing needs. Receiving teachers develop a comprehensive understanding of each pupil as an individual.

### **Additional information**

The school's arrangements for safeguarding pupils do not give any cause for concern

A site management concern was raised during the inspection, and the local authority has been notified

The school has appropriate arrangements for promoting healthy eating and drinking

Leaders and governors manage the school's finances appropriately, including the use of the pupil development grant.

## Evidence base of the report

Before an inspection, inspectors:

- analyse the outcomes from the parent/carer and pupil questionnaires and consider the views of teachers and the governing body through their questionnaire responses

During an inspection, inspectors normally:

- hold a meeting with parents/carers to hear their views on the school and its effectiveness
- meet the headteacher, governors, senior and middle leaders (where appropriate) and individual teachers to evaluate the impact of the school's work
- meet pupils to discuss their work, to listen to them read and to gain their views about various aspects of their school
- meet groups of pupils in leadership roles, such as representatives from the school council and eco-committee
- visit a broad sample of classes, including learning support groups and undertake a variety of learning walks to observe pupils learning and to see staff teaching in a range of settings, including classrooms, support groups and in outdoor areas
- where appropriate, visit the specialist resource base within the school to see pupils' learning
- observe and speak to pupils at lunch and break times and at a sample of after-school clubs, where appropriate
- attend assemblies and daily acts of collective worship
- look closely at the school's self-evaluation processes
- consider the school's improvement plan and look at evidence to show how well the school has taken forward planned improvements
- scrutinise a range of school documents, including information on pupil assessment and progress, records of meetings of staff and the governing body, information on pupils' well-being, including the safeguarding of pupils, and records of staff training and professional development

After the on-site inspection and before the publication of the report, Estyn:

- review the findings of the inspection alongside the supporting evidence from the inspection team in order to validate, moderate and ensure the quality of the inspection

## Appendix 1: Numbers – quantities and proportions

The report makes references to different quantities and proportions e.g. ‘*most pupils...*’ or ‘*very few pupils...*’. We use these terms to describe quantities and proportions as outlined in the table below:

nearly all =	with very few exceptions
most =	90% or more
many =	70% or more
a majority =	over 60%
half =	50%
around half =	close to 50%
a minority =	below 40%
few =	below 20%
very few =	less than 10%

## Copies of the report

Copies of this report are available from the school and from the Estyn website ([www.estyn.gov.wales](http://www.estyn.gov.wales))

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

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