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Her Majesty's Inspectorate
for Education and Training in Wales

A report on

**Coastlands CP School
St Ishmaels
Haverfordwest
Pembrokeshire
SA62 3SZ**

Date of inspection: July 2011

by

Mr Peter Mathias

Under Contract for

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

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

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

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Context

Coastlands Community Primary School is situated in the village of St Ishmaels near Milford Haven in Pembrokeshire which is the local authority (LA). It serves the immediate area and the communities of Dale, Marloes, Hebrandston, Waterston and St Brides.

There are 63 pupils on roll including 15 children who attend the nursery on a part-time basis and two full-time. The number on roll has fallen significantly since the time of the last inspection which took place in the summer term 2005 when the school operated on two sites.

On entry, levels of basic skills vary and are broadly in line with those expected of children of this age.

Generally pupils come from backgrounds which are neither advantaged nor disadvantaged. All have English as their first language and no pupil has Welsh as the language of the home.

Twenty-seven percent of pupils have some degree of additional learning needs (ALN) and one pupil has a statement of special educational needs (SEN). Overall, these are above local and national averages.

Thirteen per cent of pupils have free school meals, which is below local and national averages. One pupil is looked after by the LA.

The school holds the Eco-Schools bronze and silver awards, the Healthy Schools award (four leaves) and the Basic Skills Quality Mark (2).

The 2010/2011 individual school budget per pupil for Coastlands Community Primary School is £4,426 which compares with a maximum of £5,769 and a minimum of £2,995 for primary schools in Pembrokeshire. The school has the eighth highest budget per pupil out of the 65 primary schools in Pembrokeshire.

Summary

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

Current performance

- nearly all pupils make the progress it would be reasonable to expect of them;
- standards in literacy and information communications technology (ICT) are generally high;
- teaching is consistently good;
- the physical environment, particularly the outdoor provision, is of a high quality; and
- there is a positive ethos.

Prospects for improvement

The prospects for improvement are good because:

- recent initiatives to raise standards in writing have been very successful;
- the school has worked well with a good range of partners to enhance pupils' learning experiences and has extensive plans to continue with this;
- all staff work cohesively as a committed team;
- the governing body is heavily involved in the school and its role as a critical friend is well developed; and
- the school has made good progress in addressing the key issues of the previous inspection.

Recommendations

In order to improve further, Coastlands Primary School needs to:

- R1 raise standards in the national teacher assessments in science at the end of key stage 2 and in pupils' investigative skills in this subject;
- R2 continue to develop curriculum planning so that pupils' develop skills in assessing their own learning systematically;
- R3 review individual education plans (IEPs) to ensure that they all contain clear, measurable targets for improvement for those pupils; and
- R4 establish systematic procedures to seek the views of all pupils and parents regularly when carrying out all school self-evaluation.

What happens next?

Coastlands Primary School will produce an action plan that shows how it will address the recommendations.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Many children enter the school with skills which are in line with those normally expected for children of their age. Nearly all make at least the expected progress in their learning during their time in school.

Care should be taken when considering the performance of pupils in this school because of the small number of pupils each year who take the national teacher assessments.

Over the last three years pupils' performance in the national teacher assessments for seven and eleven year olds in English, mathematics and science have varied. Trends in key stage 1 and key stage 2 in all three subjects and when these subjects are combined have, with the exception of science, been positive. In science at key stage 2 the proportion of pupils reaching the higher level has fallen.

In 2010 pupils' results at seven years of age at the expected level (Level 2) were very high and were above local and national averages and also above the family of schools across Wales to which this school belongs. Results at the higher level (Level 3) were below local and national averages in mathematics and science.

When compared to schools in similar circumstances (below 10% of pupils entitled to free school meals) results were well above in English and well below in mathematics and science. The combined results were below.

In key stage 2 at eleven years of age results in English were above local and national averages in English and below in mathematics and science. The combined results were below but showing a significant improvement on previous results. When compared to the family of schools across Wales, the school performed just below most of these schools.

Results in English were well above the schools in similar circumstances and well below in mathematics and science as were the combined results. Results in science at the higher level (Level 5) have fallen.

Pupils in receipt of free school meals achieve better than any other school in its family. There is evidence to suggest that those with ALN make the progress it would be reasonable to expect of them. There is insufficient reliable evidence to draw conclusions about the performance of boys compared to girls because of the considerable change in relative proportions annually.

Most pupils make at least the expected progress from their starting points by the time they leave the school at 11 years of age and standards in subjects are good.

Most pupils demonstrate good speaking and listening skills in lessons. Standards in reading are generally good, and many pupils show a range of higher order reading

skills. Standards in writing are good, and there are some examples of good quality extended writing across the curriculum. Nearly all pupils in the Foundation Phase and key stage 2 develop good numeracy skills in mathematics lessons which they apply competently in history, geography, science, physical education and design technology. Information Communication Technology (ICT) skills are good overall and pupils use them consistently to support their learning across the curriculum.

Most pupils make good progress in acquiring a range of sentence patterns and vocabulary in Welsh which is relevant to their termly topics. They listen well and their pronunciation is accurate. Pupils in key stage 2 read their own work aloud with confidence. Pupils' writing develops well through the school and shows an increasing independence from writing frames and modelling. In the Foundation Phase pupils explain who they are, where they live and what they like doing at the seaside. Pupils in lower key stage 2 compose a short dialogue in which participants ask for and give directions to buildings in town and older pupils write a dialogue of an emergency phone call to the police. Pupils use incidental Welsh confidently in registration, and are beginning to use it in other curriculum areas.

Wellbeing: Good

The vast majority of the pupils show respect, care and concern for others. All pupils have positive attitudes towards healthy eating and exercise. Participation in a good range of physical activities is high and pupils actively support the Health Promoting Schools Award. All pupils say they feel safe in school; they enjoy school and are well motivated.

Attendance at 95% compares very favourably with bench mark data against the family of schools, LA and Wales averages. Attendance has been higher than the LA and Wales averages for the last four years.

Pupils participate enthusiastically in a wide range of events and activities in the community and local area. Members of the school council and eco-committees are actively involved in making decisions and represent the views of pupils well.

Pupils' social and life skills are enhanced through a rich variety of extra-curricular activities and experiences; the contributions of a number of visitors to the delivery of personal, health and education themes and the out of school visits and trips enhance their learning and understanding.

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

Staff and pupils respond positively to sustainability activities organised by the energetic eco-committee. The local community is encouraged to be involved in the school's eco projects.

Geography and school assemblies are effectively used to develop aspects of global citizenship. The outside environment is well used to promote understanding of ecological and conservation issues. There is good provision across the curriculum for all pupils to appreciate their responsibilities to the wider world.

The quality of curriculum planning in the long, medium and short term is generally good. Topic plans which follow a two year cycle provide a broad, balanced curriculum which ensures that from the Foundation Phase pupils build systematically on what they know and can do. Teachers plan interesting and stimulating learning experiences, and organise work in numeracy and literacy effectively to present a suitable level of challenge to pupils of different ages and abilities. Football, cricket and choir are provided regularly in lunch-time clubs for key Stage 2 pupils, and all pupils' learning experiences are enriched by a varied programme of visits and visitors.

Planning for continuity and progression in the development of key skills is at an early stage. Key skills have been incorporated into medium and short term planning in the present topic cycle. Teachers' review of implementing the planning will be used to define planning for the second year of the cycle. As yet planning for the assessment of pupils' skills in the medium term and in individual lessons is limited.

Sufficient time is allocated to the teaching of Welsh language skills in lessons, and pupils' attitudes to learning a second language are positive. Teachers and support staff use Welsh effectively in lessons and in the wider school context. Both staff and pupils use Welsh consistently in registration. Welsh is used occasionally for written tasks in other subjects and staff in the foundation phase use some instruction cards for practical tasks in Welsh. Pupils work in Welsh is displayed in classrooms together with vocabulary charts and current sentence patterns, but bilingual signs are not sufficiently evident through the school. Evidence of the Welsh dimension is clear in some areas of the curriculum such as geography, history and music, but it is underdeveloped in art.

Teaching: Good

The overall quality of teaching is good. All teachers and support staff have a good understanding of how to meet the needs of the wide range of ages and different abilities in their classes. The consistency of good teaching is a strength of the school. Teaching in the Foundation Phase is based on a clear understanding of how to provide for pupils of this age so that they have a rich range of learning experiences.

Teachers in key stage 1 and key stage 2 hold their pupils interests well and make the objectives of their lessons clear. They have good subject knowledge and have positive and constructive relationships with their pupils. In the best lessons teachers take up the opportunities which arise naturally to promote pupils' Welsh language development in their responses. They make their pupils aware in positive and constructive ways about how they should improve their work.

Formal assessments are undertaken on a regular planned rolling programme and the data collected and analysed. Further assessments are undertaken as necessary.

Recently teachers have started to monitor and assess during lessons using 'Assessment for Learning' ideas, but the strategies are in their infancy, are inconsistent across the school and are not yet established.

Staff provide all parents with appropriate information on their children's progress twice a year during formal meetings as well as an annual report which gives detailed accounts and evaluations of pupils' progress and achievement.

Care, support and guidance: Good

The school has a good arrangement to encourage pupils to be healthy.

The school recognises the importance of a healthy lifestyle for all its pupils and has gained the fourth leaf in the healthy schools scheme. It promotes the spiritual, moral, social and cultural effectively through personal and social education, religious education and collective worship. Pupils are regularly encouraged to plan and lead their class assemblies. Pupils have consistent opportunities to discuss and share concerns in 'Circle Time' sessions, and the 'Time to Talk' scheme is used effectively to support those pupils who may have emotional and behavioural difficulties. Pupils express their views effectively in class and school councils, and in the eco committee. A range of policies, including the provision of relevant and practical 'golden rules' is successfully implemented to ensure good behaviour. Awarding 'golden time' for effort, good work and good behaviour, in which pupils have a choice of activities engages their commitment very effectively.

The school has an appropriate policy and has procedures for safeguarding. All staff have undergone appropriate training.

Adults and pupils show mutual respect towards each other. A behaviour policy provides clear and effective guidelines for dealing with harassment and bullying. The benefits of healthy living are promoted well across the curriculum and in a range of extra-curricular activities.

The school is well supported by a range of specialist services. These are accessed appropriately and provide further assessment support, specialist advice, strategies, specific programmes and on-going guidance as required.

Provision for those with ALN is good. The school ensures that short and long term help is effective. Parents are involved throughout and are regularly informed about progress. The SEN governor meets termly with the SENCO to receive information. All SEN pupils have written IEPs, which have been modified to ensure that they include pupils when discussing and identifying targets. However, the targets agreed are too general and lack measurable outcomes and success criteria so that pupils, staff and parents understand exactly what the aims for the term are and when they have been achieved.

Learning environment: Good

The school is an inclusive community which pro-actively challenges stereotypical attitudes. Pupils' behaviour is good, and staff deal with any instances of oppressive behaviour promptly and effectively through a range of policies and procedures. All pupils have equal access to the curriculum.

Links with the wider community are strong, and have a beneficial effect on the curriculum and ethos of the school. A very good example of this is the development

of the outdoor learning environment with the practical and financial help of a range of volunteers.

The school is clean and maintained to a very good standard. The displays in classrooms and corridors are attractive and informative and celebrate children's work.

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

The headteacher has a very heavy teaching commitment and manages his duties well. All staff work closely together as a cohesive team and hold high expectations of themselves and of each other. They carry out their responsibilities conscientiously. All contribute effectively to evaluating the progress the school is making and in working together to implement new initiatives. These are often closely linked to performance management objectives.

The school has made good progress in addressing nearly all current local and national priorities. However, there is still work to be completed in developing the curriculum so that it reflects the importance of the systematic development of pupils' skills for learning and their ability to become independent learners.

The governing body is heavily committed to the school. The chair of governors has led the governing body very successfully through its development into and out of a federation of schools and handled the consequent impact on the financial and educational issues involved well. Governors are well informed and provide a positive and constructive overview for the professional leadership.

Improving quality: Good

The quality of self-evaluation is good overall. The staff are fully involved in the process through informal discussions. Informal discussions with parents occur on a regular basis, particularly with those who support and help with activities in the school. There is no formal process to ensure that all parents and pupils are encouraged to make their views known. The school's self evaluation has led to key targets being identified by staff and put into the school development plan (SDP) with success criteria being agreed upon.

The SDP identifies targets for improvement, training required, the success criteria, timescale and the funding and resources needed. It is well used, for example to improve writing across the school.

There are effective networking systems within the school and staff support each other and work well together. Staff attend relevant training both externally and within the school according to school and individual priorities and budgetary constraints. The school links effectively into with external specialist support services, with the local 'family' of schools including the local comprehensive school.

Partnership working: Good

The school works very effectively with a large number of partners to plan and manage its provision. It keeps parents well informed about their children's progress, and encourages them to work with the school in a range of activities, including eco-projects and field trips. It has good links with its receiving secondary school, and transition arrangements make sure that pupils are well prepared for the next stage in their education. Good links with its cluster schools provide useful opportunities for moderation of teachers' assessment of pupils' work. The school hosts the local playgroup, which provides a good link with pre-school children. Excellent links with a range of local employers have resulted in financial and practical help to enhance pupils' learning experiences and environment. The school works closely with LA officers and support services and other agencies to assure provision for all its pupils.

Resource management: Good

Teachers are well deployed to make the best use of their expertise and to deliver the curriculum effectively. Learning support assistants, the secretary and caretaker contribute efficiently to the everyday organisation of the school. Performance management procedures are well established and have a positive effect on the continuous professional development of all staff and on pupils' learning. The school has taken due account of the requirements for workforce remodelling and has taken all necessary steps.

Effective allocation of resources relates closely to the school development plan, and the school makes good use of the funding it receives. The headteacher and governing body have planned and monitored expenditure carefully in a rapidly changing context during the federalisation of four school sites into one campus. However, the current financial situation has led to the headteacher having a 0.8 teaching commitment. To manage the school effectively the headteacher has to make frequent use of the supply teaching budget. Teachers use their planning, preparation and assessment time purposefully to plan their work and to monitor pupils' progress.

Bearing in mind the progress pupils make and the overall quality of provision, the school gives good value for money.

Appendix 1

Stakeholder satisfaction report

Responses to parent questionnaires

As only six parents completed the questionnaire, care should be taken when considering the views expressed.

Of those who responded, all were satisfied with the school, thought it well run and felt that their children liked school. They thought that pupils behaved well and that the teaching was good.

All believed that staff had high expectations of their pupils and that their children were helped to be healthy and to take regular exercise.

All felt that their children were safe in school. All understood the school's procedures for dealing with complaints. They felt that the school helped their children to be mature and to take on responsibilities. They all believed their children were well prepared for the next phase of their education.

Many parents felt that their children were helped to settle into school well and that their children were making good progress. Many believed that staff treated their children fairly and with respect. Many were happy that there were a good range of activities and visits available to their children.

A minority were concerned that homework seemed not to build on what was learnt in school and felt that their children did not receive appropriate additional support. A minority felt uncomfortable about approaching the school with questions, suggestions or a problem. About half felt that they were not well enough informed about their children's progress.

Responses to learner questionnaires

Twenty-nine pupils responded to the questionnaire. All felt that they were taught how to be healthy, knew what to do if they found their work hard and felt that they had enough books, equipment and computers to do their work.

Most felt safe in school, knew what to do if they were worried or upset, felt that they had lots of opportunities to get regular exercise and were doing well in school. Most believed that their teachers and other adults helped them to learn and to make progress.

Many of those who responded believed that the school deals with bullying well and thought that homework helped them to understand and improve their work in school. Many thought other children behaved well in classes and at playtimes and allowed them to get on with their work.

Appendix 2

The inspection team

Peter Mathias	Reporting Inspector
Rhiannon Harris	Team Inspector
Gwynoro Jones	Lay Inspector
Isabel Hind	Peer Inspector
Clive Condon	School Nominee

Contractor

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Copies of the report

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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 five during the academic year. Year 1 refers to the year group of pupils who reach the age of six 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 four key stages cover the following year groups:

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