

A report on
Saundersfoot Community Primary School
Frances Lane
Saundersfoot
Pembrokeshire
SA69 9HB

Date of inspection: 12 - 14 April 2011

by
Dr David Gareth Evans
Reporting Inspector, under contract to Estyn

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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Publication Section
Estyn
Anchor Court
Keen Road
Cardiff
CF24 5JW

or by email to publications@estyn.gov.uk

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Context

Saundersfoot Community Primary School is located on the outskirts of the south Pembrokeshire coastal resort of Saundersfoot. The school was originally built in 1973 and was remodelled and extended in 1998 and 2010.

The school serves pupils between the ages of 3 and 11 from the villages of Saundersfoot, Wiseman's Bridge, Sardis and the surrounding area. The number of pupils on roll is 298 and this is likely to increase over the next five years. There are eleven classes, including the nursery, five for the Foundation Phase and key stage 1 (KS) and six for KS2.

Thirteen children attend the nursery full time and 31 on a part-time basis. They enter the nursery in the term immediately following their third birthday and have broadly average linguistic and social skills. Most have attended a playgroup previously. Around 47% on roll come from outside the designated catchment area.

Currently, around 7% of pupils are entitled to free school meals, which is much lower than national and local percentages. About 17% have been identified by the school as having special educational needs (SEN), and this figure is also lower than national and local averages; none has a statement of SEN. The home language of most pupils is English, although 17 come from homes where English is an additional language. None uses Welsh as a mother tongue.

The head teacher has worked at the school since 1988: she was deputy at the school before being appointed head teacher in 1997. The deputy head has been in post since 1998.

The school was last inspected in March 2005.

The 2010-2011 individual school budget per pupil for Saundersfoot CP School is £3119, which compares with a maximum of £5769 and a minimum of £2995 for primary schools in Pembrokeshire. The school has the 60th highest budget per pupil out of the 65 primary schools in Pembrokeshire.

Summary

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

Current performance

The school is excellent because:

- the school's strategies for raising pupils' attainment are very effective;
- most pupils, including those with SEN, make very good progress and reach their potential;
- there is an exceptional range of learning experiences that stimulate pupils very well;
- pupils' behaviour and attitudes to learning are exemplary;
- pupils' welfare is promoted very well in a welcoming and inclusive ethos;
- the school gives very good attention to local and national priorities; and
- the head teacher provides clear, strong and strategic leadership to the life and work of the school.

Prospects for improvement

The prospects for improvement are excellent because of:

- the leadership and vision of the head teacher, and the strong support she receives from the senior management team (SMT) and all staff at the school;
- the very strong systems that exist for self-evaluation, monitoring pupils' performance and planning for improvement;
- the school's ability to select specific initiatives to develop the quality of teaching, training and management; and
- the school's success in meeting all the recommendations from the last inspection.

Recommendations

In order to improve further, the school needs to:

- R1 continue to develop pupils' Welsh second language skills; and
- R2 expand pupils' awareness of other cultures.

What happens next?

The school will draw up an action plan which shows how it is going to address the recommendations. Estyn will invite the school to prepare a written case study, describing the excellent practice seen during the inspection.

Main findings

Key Question 1: How good are outcomes?	Excellent
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Standards: Excellent

Although pupils' skills when they begin school are about average, most, especially boys, make very good progress in relation to their ability and previous performance. Nearly all are keen, enthusiastic learners who enjoy school life. Most have very good recall of previous learning and work together very well to solve problems and learn from their mistakes. Many are skilled at generating questions and ideas and nearly all develop their independent learning skills exceptionally well.

At both key stage 1(KS1) and KS2 teacher assessment results in 2010 were very good with nearly all pupils attaining the core subject indicator (CSI), which is the percentage of pupils attaining the expected level or above in English or Welsh (first language), mathematics and science in combination. In both key stages, the CSI has been consistently good over the last four years and has been above the level for the family of schools and other comparators. In English, mathematics and science nearly all pupils attained the expected levels in 2010 and this has been the trend over the last few years. The number attaining the higher levels three and five has been consistently high over the same period. When compared with schools with similar numbers of free school meals in 2010, in KS1 the school is in the second quartile for the CSI and English and in the highest quartile for mathematics and science. In KS2 it is in the second quartile for the CSI and the core subjects and has usually been in the upper two quartiles in each of the last four years. There are no significant differences between the performance of boys and girls in KS1, but in KS2 boys performed better than girls in 2010 in the three core subjects.

A report on Saundersfoot CP School
April 2011

Pupils with SEN achieve very well against personal targets and make very good progress relative to their ability. Most entitled to free school meals and the more able and talented also make exceptionally good progress.

Nearly all pupils speak politely and very confidently and listen extremely well. Most read a challenging range of texts accurately and with expression. Older and more able ones use inference and deduction well when engaging with texts. Most pupils across the school write for a variety of purposes and genres and the quality of their written work is of a very high standard. Skills learned in English are regularly applied extremely well in thematic work.

Considering the linguistic background of pupils, most make good progress in specific Welsh lessons. However, their use of the language in more informal situations and in other curricular areas is less well developed. Most pupils' awareness of the geography, history and culture of Wales is very good. Most develop their numeracy and information and communications technology (ICT) skills exceptionally well in a range of contexts across the curriculum.

Wellbeing: Excellent

Nearly all pupils are very well motivated and enthusiastic learners. They work very hard in lessons and display pride and confidence in their work. Older ones take on greater responsibilities and show increasingly mature attitudes. Almost all are very courteous and friendly and show respect, care and concern for others. Their behavior is exemplary at all times and they feel safe and secure in a warm and secure family atmosphere.

Most pupils demonstrate a very mature appreciation of the importance of healthy lifestyles. They understand the reasons for eating healthily and participate in a wide range of physical activities.

Many pupils regularly participate in communal activities; they support many fund-raising and recycling events and engage eagerly with the local church community. The school council and eco-council play a very active part in the life and work of the school. Their activities have included improving the school's garden, raising awareness of road safety issues and promoting the benefits of walking to school.

Most pupils develop an excellent range of social and life skills through participation in a wide range of extra-curricular activities. As a result, older ones are well-prepared for the next stage of their education.

Attendance is currently 93.7% and compares favourably with local and national averages, although the removal of pupils for holidays during term times adversely affects overall attendance levels. Nearly all pupils are punctual at the start of the school day.

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

The quality of curricular planning is excellent and meets pupils' needs exceptionally well. Areas of learning are mapped effectively across the school and this ensures continuity and progression from the Foundation Phase to the end of KS2. Learning experiences are challenging and interesting and pupils are actively encouraged to participate in decisions about what is to be learned. The curricular provision is enriched by a wide range of stimulating, extra-curricular activities during the lunch-hour and after school.

The very effective mapping of key skills across the curriculum is an excellent feature and detailed planning for the development of literacy and numeracy skills contributes to the strong provision. More able and talented pupils in KS2 receive regular 'challenge' sessions and those with SEN are withdrawn for purposeful, additional support. The promotion of ICT across the curriculum is an excellent feature.

Overall, the school makes good provision to develop pupils' awareness of sustainable development, for example through the eco club's activities.

Promotion of the Welsh heritage and culture is a strong feature and the school celebrates most aspects of Welsh life very effectively. Positive attitudes are fostered towards the Welsh language and the school has introduced strategies to encourage the use of the Welsh language in more informal situations and other curricular areas. However, promotion of the Welsh language in these areas is an area for further development.

Teaching: Excellent

The quality of teaching is excellent. Within the sample of lessons observed, teachers plan their lessons very well and use their subject knowledge very effectively to inform their lesson plans. A wide range of teaching strategies is employed imaginatively and successfully to engage pupils of all ages. Teachers involve everyone in discussions and support pupils effectively when they are working. Their questioning is purposeful and penetrating in order to move the learning forward. Suitably differentiated work is provided and the reinforcement of skills in lessons is a notable feature.

All lessons have very good pace and challenge, with clear aims and objectives, and there are very effective plenary sessions to reinforce pupils' learning and progress. Relationships between pupils and teachers are excellent, and support staff are deployed very effectively.

The quality and consistency of marking is excellent and regular assessment tasks are of high quality and provide opportunities for detailed targets for improvement. Assessment for learning strategies and independent learning skills are implemented very successfully and pupils know their personal targets. A variety of effective strategies are in place to ensure that self-assessment and peer assessment are well embedded throughout the school and pupils are very well informed about their progress. There is a comprehensive tracking system which ensures that under-

A report on Saundersfoot CP School
April 2011

achievement is identified early and strategies to remedy the situation are innovative and sector-leading.

Parents receive information about their children's achievement and progress in the form of an annual report and in three meetings each year. They state that these reports are clear and informative and include targets for improvement.

Care, support and guidance: Excellent

The school is a caring, happy, safe and secure community in which pupils and adults respect and appreciate each other's contributions. Pupils work together very effectively to promote confidence and self esteem and older ones have pastoral responsibilities to look after those younger than themselves.

The school promotes the health and wellbeing of pupils successfully through a number of very purposeful activities. A range of stimulating and imaginative learning experiences promote pupils' spiritual, moral and social development very well. Provision to develop pupils' cultural awareness is less well developed.

The school has an appropriate policy and very effective procedures for safeguarding. The school deals quickly and effectively with any cases of bullying. Induction arrangements are very helpful for younger and older pupils as they begin their journey in school or as they transfer to the secondary school.

The school liaises very closely with specialist agencies and takes good account of the Framework for Personal and Social Education.

Excellent procedures and systems are used to identify, support and monitor pupils with SEN. Support staff are deployed very effectively and make a positive impact on pupils' progress. Individual education plans are extremely effective and shared both with parents and pupils. The provision for more able and talented pupils is excellent and they are provided with numerous opportunities to enhance and develop their skills.

Learning environment: Excellent

The school is an inclusive, welcoming community, where all pupils are given equal access to every area of the school's provision.

The school has very good resources which are very well matched to pupils' learning needs. Imaginative use is made of relevant and available resources in the community to enhance and enrich the curriculum. The accommodation is of excellent quality and the school buildings and grounds are very well maintained and deployed. The learning environment is very stimulating and fully supports and promotes teaching and learning.

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

Leadership: Excellent

The head teacher, governors and leadership team have been very successful in developing a shared vision for the school based on high expectations of pupils' achievement and behaviour and high levels of care and support. These principles are at the heart of the school's work, with all staff working collectively to support them.

The head teacher provides excellent, dynamic and visionary leadership to a very dedicated team. She is very ably supported by an enthusiastic deputy head teacher and SMT. Teachers with leadership responsibilities receive very well-planned training and support. Performance management arrangements are excellent and targets reflect school priorities for improvement very well. Leadership structures are sector-leading practices.

Governors have a clear understanding of their role and are an effective critical friend to the school. They show determination in challenging and supporting the school to make any necessary improvements. They are actively involved in evaluation and planning at whole-school level.

The school very successfully promotes local and national priorities, such as accelerated literacy and philosophy for children initiatives; these have a very positive impact on pupils' standards and wellbeing.

Improving quality: Excellent

A number of excellent practices and procedures have been developed to promote a reflective culture of self-evaluation, which is pivotal to the life and work of the school. The head teacher, SMT, staff and governors have a very clear picture of the school's performance and the self-evaluation report is a very thorough and precise analytical tool.

The school regularly seeks the views of parents, pupils and governors and acts positively to address any issues raised. Staff and governors have received training together to ensure consistency in the way self-evaluation is undertaken and how judgements are arrived at. The school development plan and its priorities are based firmly on the outcomes of rigorous evaluations of school life.

The school is a strong learning community and staff share various strategies very effectively within the school, within the cluster of schools and more widely. Staff work closely together and with their strategic partners to implement development plans.

A wide range of rigorous monitoring activities are in place, involving all staff and governors, which contribute very effectively to the ongoing self-evaluation process. This system is very effectively linked to performance management information, the school effectiveness framework and the children's and young people's partnership plan. Excellent use is made of assessment information to set targets for improvement and to identify the needs of pupils.

A report on Saundersfoot CP School
April 2011

Recent initiatives, to which the self-evaluation process has contributed and which have had a particularly marked impact on moving the school forward, include the focus on values education, developments in Welsh, physical education and religious education, assessment and provision for more able and talented pupils.

The school has responded exceptionally well to the recommendations of the last inspection report and, in particular, to the issues raised with regard to road safety.

Partnership working: Excellent

The school has created very strong working relationships with many partners to enhance the provision for, and outcomes of, its pupils; these include partnerships with parents, governors, the local authority, relevant services and outside agencies, the wider community and other schools. The school has established very close links with a local residential home and collaborated extremely well with the local community to develop the local woodland as a resource of high quality. In addition, the school forged excellent local partnerships in relation to its travel plan project.

Collaborative work with other schools is a strong feature and contributes very significantly to many aspects of the provision, including the monitoring and standardisation of assessment levels. The school also has very strong links and high quality transition arrangements with its receiving secondary school. There are positive contacts with local businesses to promote pupils' understanding of the world of work.

Resource management: Excellent

The school manages its finances extremely well and spending decisions are very closely linked to priorities for improvement. There is an outstanding range of learning resources in the school with ICT given a high priority. Teachers make very effective use of their planning, preparation and assessment time and arrangements for this are extremely well-managed.

In view of the very good use the school makes of its funding, the high level of care, support and guidance and the excellent progress made by most pupils, the school provides excellent value for money.

Appendix 1

Stakeholder satisfaction report

Responses to learner questionnaires

100 pupils in key stage 2 completed the questionnaire. All feel safe in school and nearly all know whom to talk to if they have a problem and say that teachers help them to learn. All think that they are doing well at school and believe that there are enough resources to help them learn. Nearly all feel that they are taught to stay healthy and all confirm they have many opportunities to exercise. Nearly all feel that homework is of value to them. Nearly all agree that the school deals well with any bullying and that behaviour is good.

Responses to parent questionnaires

54 parents completed the questionnaires. All are pleased with the school and think that their children are doing well. All parents think that the school is well led and nearly all find staff approachable if they have any questions or concerns. Nearly all think that the school helps their children to mature and take on responsibility. All say that staff have high expectations for children to work hard and do their best. Nearly all parents say that they are well informed about their children's progress. A few parents are uncertain whether their children are well prepared to move on to their next stage of education. All parents agree that their children are safe in school and all believe that the teaching is good.

Appendix 2

The inspection team

Dr David Gareth Evans	Reporting Inspector
Mr Brinley Jones	Team Inspector
Mr Ivor Petherick	Lay Inspector
Mr Brian Davies	Peer Inspector
Miss Helen Lester	School Nominee

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