



Rhagoriaeth i bawb – Excellence for all

Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

A report on

**Fenton Primary
Portfield
Haverfordwest
Pembrokeshire
SA61 1BZ**

Date of inspection: October 2012

by

**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

Fenton Primary School is in the Portfield area of Haverfordwest in Pembrokeshire. It was formed in 2001 after the amalgamation of Fenton Infants and Barn Street Juniors.

The school has just under 400 pupils aged 3 to 11 years on roll, including about 50 who attend the nursery. There are 15 mainstream classes in the school and most are single age classes. There are two special needs units in the school, one for children up to Year 3 and another for pupils from Year 4 to Year 6. The special units cater for pupils with complex needs.

About half of the school's intake comes from economically disadvantaged areas while the other half comes from areas that are neither economically advantaged nor disadvantaged. About 40% of pupils are entitled to free school meals. This is much higher than the average for Wales (21%).

The school has identified about 34% of pupils as having additional learning needs. This is well above the average for primary schools (22%). Most of these pupils are at School Action Plus and a few have statements of special educational needs.

Pupils' ethnicity is largely white British (91%); the remainder are mainly Asian or of mixed ethnicity. Twenty-six pupils currently have English as an additional language. No pupil speaks Welsh at home.

The last inspection was in February 2007. The headteacher was appointed in September 2005. The deputy headteacher started at the school in September 2012.

The individual school budget per pupil for Fenton Primary School in 2012-2013 means that the budget is £3,774 per pupil. The maximum per pupil in the primary schools in Pembrokeshire is £5,870 and the minimum is £3,138. Fenton Primary School is 25th out of the 61 primary schools in Pembrokeshire in terms of its school budget per pupil.

Summary

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

Current performance

The current performance of the school is good because:

- many pupils make good progress from low starting points as they move through the school;
- pupils achieve very well at the end of the Foundation Phase compared with those in schools with a similar proportion of pupils entitled to free school meals;
- the many intervention programmes have a very positive impact on pupils' literacy and numeracy skills;
- the nurture and support activities for vulnerable learners are very effective;
- the work in the units is often of high quality;
- the school's ethos encourages effective learning very well;
- the quality of teaching is good overall; and
- the use of assessment to provide timely and effective support for individual pupils is excellent.

Prospects for improvement

The school's prospects for improvement are excellent because:

- the headteacher has established an ethos which encourages effective teamwork, collaborative planning and reflective teaching;
- staff analyse a wide range of information on achievement and wellbeing and use it well to target and support individual pupils;
- self-evaluation processes are of very high quality and there is a strong culture of continuous improvement;
- there is a very good track record of improvement over the last four years;
- the school manages its resources very efficiently and effectively; and
- the school is very proactive in taking forward national priorities relating to literacy, numeracy and tackling social and economic disadvantage.

Recommendations

- R1 Improve pupils' skills in Welsh as they move through key stage 2.
- R2 Improve opportunities for older pupils in the Foundation Phase to choose activities and to develop more independent learning skills.
- R3 Apply assessment for learning more consistently across the school.
- R4 Improve the level of challenge provided by the governing body in relation to the school's performance.

What happens next?

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

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

The baseline assessment of pupils on entry to the school shows that about two-thirds have knowledge, understanding and skills that are below or well below average when they join the reception classes.

Overall, most pupils make good progress as they move through the school. By the end of the Foundation Phase, many have literacy and numeracy skills that are appropriate for their age and many continue to make good progress throughout key stage 2. The pupils with additional learning needs and those in the units make good progress in relation to the targets within their individual education plans.

Many pupils have good speaking and listening skills. In the Foundation Phase, pupils respond readily to questions and listen appropriately to each other and to the teacher. In key stage 2, most pupils structure their oral responses well. They often respond to questions in full sentences and in thoughtful, well-balanced ways. Their responses often show they have listened well to their peers.

Many pupils make good progress in developing their reading skills from a low base. In the Foundation Phase, pupils have a reasonably wide range of strategies for tackling new words and most have a good knowledge of individual letter sounds, although a minority are not confident in blending sounds. In key stage 2, most pupils are keen readers. Many can read fluently and with expression, and they can make inferences from texts.

Many pupils move well from emergent writing to more controlled, extended writing as they move through the school. At the end of the Foundation Phase, many pupils can write simple sentences and use basic punctuation marks with increasing confidence. In key stage 2, pupils generally write for a suitable range of purposes; they understand how to redraft their work to improve its structure and style. The quality of writing by the most able pupils is very good.

Throughout the school many pupils have a good attitude to learning Welsh. Pupils make a good start in learning Welsh in the Foundation Phase. They build well on these skills in a few classes in key stage 2. In these classes they have regular opportunities to develop their skills and grow in confidence in using the language in a range of contexts. By the end of key stage 2, more able pupils can read and understand Welsh reasonably well, but many pupils lack confidence in speaking Welsh within or beyond simple set patterns.

In 2012, the school's performance was good at the end of the Foundation Phase. The proportion of pupils who attained outcome 5 (the expected level) in the three areas of learning (the Foundation Phase indicator) was close to the family average, but above the averages for the local authority and Wales. In relation to schools with a similar proportion of pupils with free school meals, the school's performance places it in the highest 25% for the achievement of the Foundation Phase indicator.

In 2012, the proportion of pupils who achieved level 4 (the expected level) or above in English, mathematics and science (the core subject indicator) was slightly above the average for the family of schools. In relation to schools with similar proportions of free school meals, the school is in the top 50%. There is a strong trend of improvement over the last four years.

Wellbeing: Excellent

Pupils are keen to learn and they enjoy coming to school. The attendance and punctuality of pupils are very good. Their attendance rates are much better than similar schools. Pupils feel safe and comfortable in school. Pupils with relatively low self-esteem or who feel anxious or vulnerable develop very good levels of confidence and wellbeing as they move through school. This is often as a result of the excellent, well-targeted support activities that focus very effectively on developing pupils' wellbeing, such as the nurture class, the pyramid club, 'Fun with Friends' and the work of the full-time social inclusion officer funded by the school. These are very positive features that have a marked impact on pupils' wellbeing and help pupils to achieve well, often from low starting-points and irrespective of their social and economic background.

There are high levels of collaboration among the pupils and a real willingness to take on responsibilities. Many pupils work hard and concentrate well in lessons. Most try hard and persevere when they face difficulties. They work well in pairs and groups. The quality of pupils' behaviour around the school and in classes is nearly always very good. Pupils benefit from very strong and supportive working relationships with staff.

Pupils in mainstream classes and in the units mix well together. Pupils in the units focus very well on their learning as a result of highly-effective teaching and a very stimulating range of learning experiences. Many pupils attend the breakfast club and enjoy taking part in the large number and wide range of after-school clubs. Pupils' moral, social and life skills develop well and these are particularly strong among older pupils. They have a good understanding of the need to keep fit and healthy and participate regularly in daily exercise using the very good physical play equipment.

The school council and the class councils are well established and effective. Pupils feel that they have a voice and that staff listen to their opinions well. Pupils with responsibilities undertake their roles very conscientiously.

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

Throughout the school, pupils have many creative and stimulating learning experiences. Teachers plan the curriculum collaboratively and in detail. Teachers' mid-term and daily planning takes account of pupils' prior knowledge and experience well and teachers identify the next steps in pupils' learning appropriately. There is an effective mix of teaching and organisational approaches that encourages pupils to take part actively in lessons. Teachers plan Foundation Phase provision very well, with a clear focus on raising standards in literacy and numeracy. Opportunities for child-led learning are strong in nursery and reception, but are more limited in the latter half of the Foundation Phase.

Teachers frequently use a good range of activities to meet the needs of pupils, including those with additional learning needs. The provision of well-planned 'challenge tasks' provides suitably demanding tasks to extend the learning of more able pupils. The school provides a very wide range of extra-curricular opportunities that benefit many pupils. The school has developed additional, well-targeted interventions for individual pupils who are falling behind in terms of their basic skills. These programmes are underpinned by very effective pupil-tracking systems.

Teachers plan the development of pupils' skills effectively across the curriculum, with a strong whole-school focus on raising standards of literacy and numeracy. Their planning refers well to meaningful success criteria and assessment for learning strategies that help to improve pupils' knowledge and understanding. There are particularly good strategies to develop pupils' thinking skills across the school. Opportunities for the use of information and communication technology are clear within curriculum planning and are an integral element in improving the attainment of boys.

In many classes, well-established daily routines provide opportunities for pupils to use incidental Welsh appropriately. The curriculum, as well as the good range of extra-curricular activities, promotes pupils' awareness of the Welsh dimension well. There is a suitable emphasis within the curriculum on developing pupils' awareness of sustainability and global citizenship.

Teaching: Good

Teaching in most lessons is good and, in a few lessons, it is excellent. Teachers have appropriate, up-to-date subject knowledge and develop pupils' skills, knowledge and understanding well. They plan effectively to motivate and engage most pupils in suitably challenging learning experiences. Teachers deliver most lessons at a lively pace and sustain pupils' interest well.

Teachers deploy learning assistants effectively. Many support staff are highly skilled and make a significant contribution to the quality of provision. All staff have high expectations of pupils. They manage pupils' behaviour well. Teachers and support staff know the pupils and their needs extremely well in mainstream and specialist classes and they develop very positive and respectful working relationships. Teachers use a good range of resources skilfully to enhance learning experiences in all classes. On a very few occasions, the slow pace of lessons and the insufficient adaptation of work to match the abilities of all pupils in the class limit pupil progress.

The tracking of pupils' progress is excellent and influences all aspects of the school's provision very well. Highly-effective assessment systems identify areas of need accurately and the school uses this information to shape educational opportunities for pupils very skilfully. The quality of marking and oral feedback is very good in most classes and relates well to the clear learning intentions. This helps pupils to know how well they are doing and what they need to do to improve. Overall, pupils respond well to marking and feedback comments. In a few classes, teachers do not use assessment for learning as consistently or effectively as others. The school keeps parents and carers well informed about their child's achievement, wellbeing and development.

Care, support and guidance: Excellent

Arrangements to support pupils' health and wellbeing are highly effective. The school's systems contribute well to pupils' development and wellbeing. They also have a positive impact on pupil outcomes. The school bases its work on a very good knowledge of the needs of all pupils. Well-established relationships with external agencies and specialist services have a very positive impact on pupils and their families. For example, a paediatric consultant from Withybush Hospital holds a monthly surgery at the school. This improves pupils' accessibility to care and support significantly. Clearly-targeted support for groups of vulnerable pupils, through the nurture class and a diverse range of after school activities, has resulted in considerable improvement in their self-esteem in many cases. The provision for healthy living and pupils' spiritual, moral, social and cultural development is good. The school promotes positive behaviour and attendance extremely well.

Provision for pupils with additional learning needs is consistently very good in mainstream and the unit classes. Effective planning ensures that all pupils have access to an appropriately balanced curriculum. Pupils benefit from good opportunities to integrate into and from specialist special educational needs classes. The school identifies pupils' needs early through detailed assessment procedures. It makes extensive use of specialist services to provide very effectively for pupils' specific needs. For example, the sign language training for support staff helps pupils experience a full range of learning experiences. Individual education plans are informative working documents that staff evaluate regularly. The school monitors pupil progress against individual targets diligently and keeps parents well informed.

The school's arrangements for safeguarding pupils meet requirements and give no cause for concern.

Learning environment: Excellent

There is a clear whole-school focus on recognising, respecting and celebrating diversity. The school meets the needs of its pupils very well. It promotes positive values and is a very inclusive community. The pupils in the special needs units are very well integrated into the life and work of the school. The culture and ethos of the school support the active involvement of pupils in all areas of its provision. The school is particularly effective in promoting pupils' achievements and supporting their wellbeing within a challenging socio-economic area.

The learning environment is stimulating and attractive for pupils. The school makes the very best use of its accommodation and has enhanced it very well, for example by investing in an extensive range of high-quality outdoor equipment. creating superb displays linked to pupils' work on themes, and establishing very positive 'chill-out' zones for pupils in communal areas. Although the school is made up of three separate buildings of different ages and styles, it has created a very vibrant environment with a shared atmosphere and sense of common purpose.

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

The headteacher and other senior leaders provide a clear vision and a very strong sense of purpose in raising pupils' standards, tackling disadvantage and improving

the work of the school. A highly-focused approach to improving behaviour and achievement has had a strong impact on improving outcomes in recent years. All leaders focus sharply on the needs of pupils through their plans, actions and conduct. The senior management team emphasises the agreed, professional code of conduct expected from staff in relation to pupils effectively. This has a positive effect on pupils' behaviour and the quality of staff and pupil interactions.

There is a very strong enabling culture in the school. Staff contribute ideas regularly and take forward initiatives in order to deliver better outcomes for pupils. Leaders make excellent use of the highly effective system for tracking pupils' progress to improve the quality of provision and pupil outcomes. Leaders and managers have high expectations of pupils, staff and themselves. There is a strong, mutually supportive team ethos among the staff that is exemplified well by the senior management team.

The school has a robust performance management system that has brought about improvements in the quality of teaching and learning. Staff are fully accountable for their performance against targets that relate well to the school's priorities.

The school addresses national and local priorities well with a strong and effective commitment to ensuring that no pupil is disadvantaged.

Governors fulfil their statutory duties well. They receive comprehensive information about provision and standards, which is helping them to develop as critical friends. They are very supportive of the school and know about the factors that influence pupil performance. However, the challenge offered by governors does not focus precisely enough on pupil performance.

Improving quality: Excellent

Leaders and managers know the school very well. A comprehensive strategy for self-evaluation and continuous improvement uses a wide range of first-hand information from staff, pupils and parents well. Meticulous analysis of all aspects of the school's life and work, including pupils' wellbeing, allows staff to arrange provision in ways that provide the greatest benefit to pupils. The school's self-evaluation of its strengths and areas for development is detailed, comprehensive and accurate. Teachers use performance information very effectively to identify groups of pupils who are underachieving. They then put in place a series of activities that are highly effective in raising pupils' standards and wellbeing. This process and its impact on pupils are excellent. As a result of clear plans and monitoring procedures, leaders ensure that agreed actions are implemented consistently across the school

There is a strong sense of teamwork, where teachers share good practice with each other. There are effective professional learning communities within the school. They are set up after careful self-evaluation and enable staff to meet the needs of particular groups of pupils. Levels of pupils' wellbeing, and standards in literacy and numeracy, have improved as a result. Other networks involving other primary schools and the local secondary school also contribute well to raising standards.

Partnership working: Excellent

The school has an important and very active role within the local community. A very well managed strategy ensures close co-operation between the school and a wide range of active community partners, including the residents' association, youth organisations and community police officers. This enables the school to reduce the effects of social disadvantage very effectively. The school values its partnership with parents, who appreciate the way in which the school listens and responds to their concerns.

The school has established very successful clubs and activities in close collaboration with the local community, such as the Jolly Boys Club and Clwb Hyder. Many of these have been set up specifically to improve the attainment and wellbeing of targeted groups of pupils. The commitment of many outside partners contributes greatly to this success by offering valuable experiences that the school is unable to provide alone. Much of the school's partnership work is used as a model of best practice by other local schools. Links with the local authority are effective. For example, the parental learning classes held at the school contribute well to family partnerships, promoting good behaviour management and improving literacy.

There are beneficial links with local primary and secondary schools, and colleges of further education.

Resource management: Excellent

The school manages its budget very well. Senior leaders, including the business manager, ensure that any surplus is within acceptable limits. The school has cut its costs very efficiently and has used its delegated budget in very effective ways to fund roles, such as the social inclusion officer and inclusion teaching assistants, to meet the needs of learners. The careful targeting of staff in key areas, such as inclusion, has resulted in better pupil performance and wellbeing.

The school's spending links carefully to its plans for improvement. Governors monitor the school's budget effectively and challenge the school well on the use of resources.

There is a good supply of teachers and teaching assistants who are deployed very effectively to meet the needs of pupils. Teachers' planning, preparation and assessment time is managed well. The school is very well resourced for learning. Information and communication technology equipment is in plentiful supply and staff and pupils use it well. Staff use the accommodation very effectively to stimulate learning.

As pupils achieve well and the school has many strong features, the school provides excellent value for money.

Appendix 1

Commentary on performance data

The baseline assessment of pupils on entry to the school shows that about two-thirds have knowledge, understanding and skills that are below or well below average, when they join the reception classes, and when compared to the level expected for their age.

The school is the fifth most challenged in its family of schools. The family of schools is a group of schools that face broadly similar challenges.

In the Foundation Phase, about 85% of pupils achieve outcome 5 (the expected level) in relation to the development of their language, mathematical and personal skills (the Foundation Phase indicator). This is in line with the average for the family of similar schools. The proportion of pupils who achieve above the expected level (outcome 6) is also broadly in line with the family of schools average.

The school performs well in relation to schools with a similar proportion of pupils entitled to receive free school meals. Its performance in 2012 places it in the top 25% of similar schools for the development of pupils' language and mathematical skills, although it is in the lower 50% for the development of pupils' personal skills.

In key stage 2, the percentage of pupils who attain level 4 (the expected level) or above in English, mathematics and science (the core subject indicator) is just above the average for the family of similar schools. There is a significant upward trend in performance over the last four years.

In relation to schools with a similar proportion of pupils entitled to receive free school meals, the school is in the upper 50% for mathematics and the achievement of the core subject indicator. It is in the lower 50% for English and science, but only one percentage point from the upper 50% boundary.

In relation to the relative performance of boys and girls, girls perform a little better at the end of the Foundation Phase. At the end of key stage 2, the gap closed very significantly up to 2011 to a point where there was very little difference in their overall achievement. However, the gap increased significantly in 2012. To a certain extent, this reflects the relatively high number of boys with additional learning needs and in the units for pupils with special educational needs (twice as many boys as girls).

In relation to pupils who have English as an additional language, the eight pupils all have standardised reading scores in line with or above the expected level for their age. This shows that they are making good progress in their acquisition of reading skills in English.

Appendix 2

Stakeholder satisfaction report

Learner questionnaires

Ninety pupils in key stage 2 completed the questionnaire.

All, or almost all, pupils:

- feel safe in school;
- know whom to talk to if they are worried or upset;
- believe that teachers and other adults in the school help them to learn and make progress;
- know what to do and whom to ask if they find their work hard;
- feel that they are doing well at school;
- believe that they have enough books, equipment and computers to do their work;
- believe that the school provides lots of chances for them to get regular exercise;
- feel that nearly all children behave well at playtime and lunchtime;
- believe that homework helps them to understand and improve their work in school;
- think that the school deals well with any bullying; and
- say that other children behave well in class, at playtime and at lunchtime.

A few pupils feel that homework does not help them to understand and improve their work. A few also feel that children do not always behave well either in class or at lunchtime and playtime.

Overall, the responses from pupils are similar to the benchmarks for responses from all primary schools inspected in Wales.

Parent questionnaires

Forty-four parents/carers completed the questionnaire.

All, or almost all, parents/carers feel that:

- the staff expect their children to work hard and to do their best;
- their child likes school;
- the teaching is of good quality;
- their child is making good progress;
- they are satisfied with the school;
- their child is safe in school;
- the school helped their child settle well when they started at the school;
- pupils behave well;
- staff treat all children fairly and with respect;
- the school encourages their child to be healthy and to take regular exercise;
- the homework that is given builds well on what their child learns in school;

- there is a good range of activities for their children including trips and visits;
- their child receives appropriate additional support in relation to any particular needs;
- the school helps their child to become more mature and take on responsibility;
- their child is well prepared for the move to secondary school; and
- the school is well run.

A few say that homework does not build well on what their child learns in school. A few also say that they do not understand the school's procedures for dealing with complaints.

Parents' views are generally slightly more positive than the benchmarks for responses from all primary schools inspected in Wales.

Appendix 3

The inspection team

Barry Norris	Reporting Inspector
Helen Morgan-Rees	Team Inspector
Christopher Dolby	Team Inspector
Richard Lloyd	Team Inspector
Elizabeth Halls	Lay Inspector
Alison Williams	Peer Inspector
Peter Evans	School Nominee

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.uk)

Under the Independent School Standards (Wales) Regulations 2003, the school must provide copies of the report to all parents of the school. Where a pupil is subject to placement by a local authority, a copy of the report should be sent by the school to each relevant authority.

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' (FPR) refers to the year group of pupils in a primary school who reach the age of five during the academic year. FYear 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	FPR	FPY1	FPY2	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:

Foundation Phase	Reception, 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

Glossary of terms – Primary

National Curriculum

Expected National Curriculum levels

- By the end of the key stage 1, at the age of seven, learners are expected to reach level 2 and the more able to reach level 3.
- By the end of the key stage 2, at the age of eleven, learners are expected to reach level 4 and the more able to reach level 5.

Core subject indicator in all key stages

The core subject indicator relates to the expected performance in English or Welsh first language, mathematics and science, the core subjects of the National Curriculum. Learners must gain at least the expected level in either English or Welsh first language together with mathematics and science to gain the core subject indicator.

All-Wales Core Data sets

Schools and local authorities may refer to performance relative to their family of schools. These families of schools have been created to enable schools to compare their performance to that of similar schools across Wales. Families include schools with similar proportions of pupils entitled to free school meals, living in 20% most deprived areas of Wales, having special education needs at school action plus or statemented and with English as an additional language acquisition less than competent.