A report on

**Cleddau Reach VC Primary School
The Gail
Llangwm
Haverfordwest
Pembrokeshire
SA62 4HJ**

Date of inspection: September 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.

Publication date: 27/11/2012

Context

Cleddau Reach Primary is a voluntary controlled Church in Wales school in the Pembrokeshire local authority. The school opened in September 2010 as the result of the amalgamation of Burton Primary School and Llangwm Primary School. The school operates on two sites, with pupils from nursery to Year 4 taught on the previous Llangwm site and pupils in Year 5 and Year 6 taught on the previous Burton site. A new school building is under construction on the edge of the village of Llangwm. It is scheduled to open to pupils in April 2013.

There are 205 pupils on roll between the ages of three and 11, including 24 who attend the nursery part-time. There are eight single-age classes in the school.

The area the school serves is generally socially and economically advantaged. Most pupils come from the local community and just under 10% are entitled to free school meals, which is much lower than the average for the local authority and Wales. The school has identified about 16% of pupils as having additional learning needs. A very few pupils have a statement of special educational needs. All pupils are white British and speak English as their first language. No pupil speaks Welsh at home.

The headteacher and deputy headteacher took up their roles in September 2010. Both were the previous headteacher and deputy headteacher of Llangwm Primary.

This is the school's first inspection.

The individual school budget per pupil for Cleddau Reach V.C.P School in 2012-2013 means that the budget is £3,306 per pupil. The maximum per pupil in the primary schools in Pembrokeshire is £5,870 and the minimum is £3,138. Cleddau Reach V.C.P School is 57th 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	Good

Current performance

The school's current performance is good because:

- most pupils make good progress;
- most pupils apply their skills effectively across the curriculum;
- pupils achieve particularly good skills in writing by the end of key stage 2;
- pupils are keen to learn and concentrate well; and
- the quality of teaching is good.

Prospects for improvement

The school's prospects for improvement are good because:

- the headteacher has successfully led the school through a period of amalgamation and has gained the trust and confidence of parents and the wider community;
- there is a clear vision for the school that is well supported by all stakeholders;
- the governing body understands its role well and provides good support and challenge to school leaders; and
- there is a good range of strategic partnerships that help the school to sustain provision of good quality.

Recommendations

R1 ensure that more able pupils achieve the high levels of which they are capable more consistently across the school;

R2 improve the provision for reading: particularly in guided group reading sessions;

R3 ensure that the school improvement plan concentrates on a few key priorities that focus on raising pupil outcomes; and

R4 involve all staff in regular self-evaluation procedures that focus on evaluating pupils' standards and the quality of teaching.

What happens next?

The school will draw up an action plan of how it will meet the recommendations. The local authority will monitor the school's progress.

Main findings

Key Question 1: How good are outcomes?	Good

Standards: Good

Many pupils enter the reception class with levels of skills above the average for their age. By the end of key stage 2, most pupils make good progress and most achieve at least the expected level in English, mathematics and science. However, progress across the school is sometimes uneven and more able pupils do not always achieve the very high standards of which they are capable.

Pupils develop their speaking and listening skills very well. Most have a wide and varied vocabulary which they use effectively to describe events. Pupils seek the opinions of others using a good range of questioning skills. They listen carefully to responses and ask further questions to clarify their thoughts and ideas. By Year 6, pupils justify their opinions and debate issues maturely and sensitively.

Pupils make steady progress in developing their reading skills. Most younger pupils recognise common words and use their phonic skills to work out unfamiliar words. By the end of the Foundation Phase and in lower key stage 2, most pupils read quite fluently, but their reading often lacks expression and a minority do not self-correct if their reading does not make sense. Many older pupils in key stage 2 read a wide range of texts and have a good understanding of the material they read. They use key words to scan and extract relevant information. More able pupils make appropriate inferences and hypotheses.

Pupils' writing skills are a strength of the school. By the end of the Foundation Phase, many pupils write imaginative stories that capture the readers' interest. They structure their writing well and many have a secure understanding of basic punctuation. Pupils make good approximations when they do not know how to spell a word correctly, but their knowledge of regular spelling patterns is not secure enough. By the end of key stage 2, many pupils have a lively, personal style of writing and adapt their written work well to suit the audience. Pupils redraft their work appropriately and use dictionaries and thesauruses to check spellings and to make interesting word choices.

In both key stages, pupils use their numeracy and information and communication technology skills effectively across the curriculum. However, more able pupils do not always apply their numeracy skills well enough due to lack of challenge in the work they do in mathematics lessons.

Pupils in need of additional support often make very good progress on intervention programmes and most go on to achieve the expected level at the end of the key stage.

In the Foundation Phase, pupils develop an enthusiasm for Welsh and respond well to instructions and questions. In key stage 2, pupils build on this good foundation and many speak, read and write in Welsh at a level suitable to their age.

In both the Foundation Phase and key stage 2, the proportion of pupils gaining the expected and higher-than-expected levels compares favourably with the situation in the family of schools. At both the expected and higher-than-expected levels, when compared with schools with a similar percentage of pupils eligible for free school meals, the performance of pupils at the end of the Foundation Phase and key stage 2 generally places the school in the top 25%.

At the end of both key stages, boys and girls attain equally well at the expected level. In the Foundation Phase, at the higher-than-expected level, girls attain better than boys in language, literacy and communications and much better than boys in personal and social development, wellbeing and cultural diversity. Boys attain better than girls in mathematical development. In key stage 2, at the higher-than-expected level, boys achieve significantly better than girls in mathematics and science.

Pupils entitled to free school meals attain as well as other groups of pupils.

Wellbeing: Good

All pupils feel safe in school and know whom to talk to if they are worried or upset. Pupils are respectful and demonstrate high levels of care and support for each other. Their behaviour both in lessons and around the school is exemplary. Pupils are keen to learn and sustain their concentration well. Most are independent and resourceful learners who enjoy being challenged. Older pupils have a good awareness of what they need to do in order to improve their learning. Pupils are punctual and the overall rate of attendance is just below the average when compared with that of similar schools.

Pupils have a good understanding of how to maintain a healthy lifestyle and many keep physically active through the wide range of sporting activities the school provides.

The school council represents pupils' views actively and has contributed well to decisions about features of the new school building. Members of the school council make presentations to the governing body and meet with councillors from other local schools to discuss common issues. The school council played an important role in developing the school's anti-bullying policy.

Pupils play an active role in the local community and have kept the wider community well informed about progress towards the new school building through local newsletters.

Key Question 2: How good is provision?	Good

Learning experiences: Good

The curriculum is broad and balanced and meets the needs of most pupils, including those with additional learning needs. Teachers plan learning experiences that engage pupils well and encourage them to think for themselves. Their planning usually ensures that activities provide continuity and build appropriately on pupils' previous knowledge and understanding. Enrichment and extra-curricular opportunities are wide-ranging, varied and popular with pupils. The school has

particular success in encouraging pupils to participate in sporting and musical activities at local, county and national levels.

Provision for pupils to use their oracy, writing, thinking and information and communication technology skills across all curriculum areas is generally well planned. However, provision for the progressive development of pupils' numeracy skills and reading skills, particularly in guided group reading sessions, varies too much from class to class.

There is suitable provision to enable pupils to learn about sustainability and to develop an understanding of the role they play in the community and in the wider world. Pupils demonstrate their understanding of ecological matters well through their suggestions for sustainable features in the new school building.

The school's provision for Welsh is good. The deployment of a teacher, who speaks Welsh fluently, to work alongside other colleagues has improved the school's provision significantly and has helped to raise pupils' standards. The school promotes the Welsh dimension very effectively. There are beneficial opportunities for pupils to learn about the history, culture and language of Wales through an extensive range of trips and visits.

Teaching: Good

Most teachers have good classroom routines, which help even the youngest pupils to become independent and resourceful learners. Many lessons proceed at a lively pace and teachers use an effective mix of individual, paired and group work. They ask a good range of open-ended questions that encourage pupils to think for themselves and to draw on their previous learning. Most teachers set out clear learning objectives at the start of each lesson. However, these objectives are sometimes too broad and not tailored well enough to challenge the full range of abilities within a class. Support staff work very effectively with individuals and groups of pupils. All staff establish good working relationships and apply positive behaviour management strategies consistently. In a few classes, teachers' explanations are not clear enough and pupils are required to listen for too long.

Many teachers track pupils' progress effectively and use the data well to structure teaching and support groups. In the best examples, teachers use this information and their on-going assessments to inform their weekly planning. Teachers mark work regularly and often provide pupils with helpful feedback on how to improve. Teachers involve older pupils effectively in setting their own improvement targets. Most teachers use a few assessment for learning strategies well and consistently. There are good internal and external arrangements for the moderation and standardisation of assessments. The school keeps parents and carers well informed about their child's achievements, wellbeing and development. Annual reports are personal and detailed and give parents and pupils appropriate opportunities to comment.

Care, support and guidance: Good

There are effective arrangements to support the development of pupils' emotional and physical health and wellbeing. The provision for personal and social education is

well embedded across all aspects of the curriculum and in the daily work of the school. The school promotes pupils' spiritual, moral and social development successfully and encourages them to take responsibility and to reflect on their own beliefs and values. Pupils have extensive opportunities to take part in a good range of cultural activities.

The school liaises successfully with key agencies to provide further professional support for pupils with specific needs. It uses a good range of interventions to provide for vulnerable pupils and these result in improved confidence and progress. Teachers identify pupils with additional learning needs quickly and give them effective support. The additional needs co-ordinator tracks their progress regularly and carefully. The school's arrangements for safeguarding pupils meet requirements and give no cause for concern.

Learning environment: Good

The school promotes an inclusive ethos where pupils feel valued and have equal access to all aspects of provision. It recognises and celebrates diversity well. Leaders and managers promote attitudes of respect and tolerance strongly among staff, pupils and the wider community. These are key factors in the successful amalgamation of the two former schools.

Within the limitations of the age and character of the buildings on both sites, the school provides a bright and welcoming environment. There are interesting and attractive displays and artwork that celebrate pupils' achievements. There is a generally good supply of resources that meet the needs of pupils appropriately. Outside areas are well developed appropriately and used effectively to support pupils' learning.

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

Leadership: Good

The headteacher has provided highly effective leadership in amalgamating the two former schools into one new school. He has worked sensitively and successfully with the different communities involved to highlight the benefits of amalgamation and to gain the trust and very positive engagement of parents. He has consulted widely with all stakeholders and, as a result, they share a common vision for the future of the school which is underpinned by clear aims and principles.

The roles and responsibilities of senior leaders and managers are defined appropriately. Leaders take responsibility for implementing a wide range of initiatives and hold regular meetings with staff to discuss progress in these areas. Key points of meetings are recorded and action points noted. However, leaders are trying to accomplish too many things at the same time. As a result, initiatives are not consistently implemented or followed up. The school has an appropriate system to manage the performance of staff.

Governors bring a good balance of skills to the newly-formed governing body. They have a good understanding of their roles and provide the school with a good level of

support and an increasing level of challenge. They have recently made useful links with curriculum areas to gain practical experience of the work of the school.

The school focuses well on meeting national and local needs and priorities. There are clear action plans with success criteria in key areas such as improving the standards and provision for the health and wellbeing of pupils and staff.

Improving quality: Adequate

Leaders have a generally accurate picture of the school's strengths and areas for improvement. They draw on a satisfactory range of evidence that includes: analysing data; a few lesson observations; reports from subject leaders; learner and parent questionnaires; and staff feedback. Since the amalgamation, leaders have secured good improvements in raising pupils' standards of wellbeing and by integrating the two school communities successfully. However, they do not use first-hand evidence enough, such as the scrutiny of pupils' work or regular lesson observations, to inform their evaluations of standards and provision. As a result, leaders do not always focus well enough on achieving consistency across the school. The role of the senior leadership team in quality assurance processes is not fully developed.

Staff are enthusiastic about school improvement issues, but they are unsure of the school's main priorities for development. The school improvement plan contains too many targets and too few success criteria. As a result, the school does not embed or evaluate its plans consistently enough and pupils do not always achieve the high standards of which they are capable.

Staff have worked together effectively to produce schemes of work that build progressively on pupils' work from class to class. They have also assembled and moderated portfolios of pupils' work. They have benefitted from whole staff professional development opportunities which have helped to raise standards, for example in writing. Staff share good practice through meetings and discussion of work, but are not involved systematically in peer observation.

Partnership working: Good

The school works strategically and sustainably with a good range of partners to enhance the provision for pupils' learning. It has worked very effectively with parents to develop their understanding of the curriculum and the teaching approaches used in school. There has been a good response to this initiative and many parents feel better informed to support their child at home.

The school has worked effectively with local partners to provide enhanced learning opportunities for more able and talented pupils in science and to improve boys' writing. The partnership with a local drama project has helped to raise pupils' self-esteem and confidence. The school and a national organisation have planned well together and implemented joint programmes to widen pupils' understanding of their local environment and other parts of Wales.

The school has worked successfully with its local secondary school and other local primary schools to develop very effective transition arrangements. As a result, pupils have a clear understanding of what to expect when they change schools. The secondary school also provides the primary school with good feedback about former pupils' progress and achievements. This cements good working relationships between the schools.

Resource management: Good

Leaders use the experience and areas of expertise of teachers and support staff well and they deploy them effectively to meet the needs of pupils. All staff have beneficial opportunities to continue their professional development. The school arranges teachers' planning and preparation time well.

The school has allocated an appropriate level of funding to support the development of national and local priorities, its provision of information and communication technology and resources for the new school. The investment in information and communication technology has had a good impact on improving standards in the latter part of key stage 2. The school makes effective use of its Victorian buildings.

The school holds a relatively high financial surplus. However, the school agreed this with the local authority and there are appropriate plans in place to allocate the money in the new school.

In view of the good standards achieved by pupils, the quality of provision and leadership, the school provides good value for money.

Appendix 1

Commentary on performance data

Nearly all pupils in the Foundation Phase achieve at least the expected outcome (Foundation Phase Outcome 5) in language, literacy and communication, mathematical development and personal and social development, wellbeing and cultural diversity. Pupils' performance at the expected level compares favourably to that of pupils in the family of schools. Compared with schools with a similar percentage of pupils eligible for free school meals, the performance of pupils at the end of the Foundation Phase places the school in the top 25% in all three areas of learning.

The proportion of pupils gaining the higher-than-expected outcome (Foundation Phase Outcome 6) in language, literacy and communication and personal and social development, wellbeing and cultural diversity is well above the family average and places the school in the top 25% of similar schools.

In key stage 2, the proportion of pupils who attain either the expected (level 4) or higher level (level 5) in English, mathematics and science is well above the family average. Compared with schools with a similar percentage of pupils entitled to free school meals, the performance of pupils at the end of key stage 2 places the school in the top 25% of schools in English, mathematics and science at both level 4 and level 5.

Pupils entitled to free school meals attain as well as other groups of pupils.

Appendix 2

Stakeholder satisfaction report

Learner questionnaires

Ninety-one pupils in key stage 2 completed the questionnaire.

All or almost all, pupils:

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

Most pupils believe that other children behave well in lessons and as a result they can get their work done.

Pupils' views are generally similar to or more positive than the views of pupils in other primary schools across Wales.

Parent questionnaires

Thirty-three parents or carers completed the questionnaire.

All parents strongly agree or agree that:

- they are satisfied with the school and it is well run;
- their child likes school and was helped to settle in when he or she first started;
- teaching is good and staff expect their child to work hard;
- their child is making good progress and homework builds well on what is learnt in school;
- their child is safe in school and pupils behave well;
- staff treat pupils fairly and with respect;
- the school encourages their child to be healthy and take regular exercise;
- they are kept well informed about their child's progress;
- they understand the school's procedure for dealing with complaints and feel comfortable approaching the school with questions, suggestions or a problem; and
- the school helps their child become more mature and take on responsibility and they are well prepared for moving on to the next school.

Most parents agree or strongly agree that:

- their child receives appropriate additional support in relation to any particular individual needs; and
- the school provides a good range of activities including trips and visits.

Parents' views are in line with or more positive than the views of parents in other primary schools across Wales.

Appendix 3

The inspection team

Liz Miles	Reporting Inspector
Penny Lewis	Team Inspector
Veronica Williams	Lay Inspector
Alexine Bartholomew	Peer Inspector
Nick Groves	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. FPYear 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.