

**Inspection under Section 10 of the
Schools Inspections Act 1996**

**Coastlands CP Primary School
St Ishmael's, Haverfordwest
Pembrokeshire
SA62 3SZ**

School Number: 668/2384

Date of Inspection: 23rd – 24th May 2005

by

**Mr Peter Mathias
W203/78829**

Date: 13th July 2005

Under Estyn contract number: T/232/04P

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Coastlands Primary School was inspected as part of a national programme of school inspection. The purpose is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents more information about their child's school. A copy of this summary is sent to every family with a child at the school. The full report can be obtained from the school.

The inspection of Coastlands Primary School took place between 23rd and 24th May 2005. An independent team of inspectors, led by Mr Peter Mathias undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral, social and cultural development. This summary report may be reproduced for non-commercial educational purposes but only as a whole and provided it is reproduced verbatim without adaptation and the source and date thereof are stated.

The five-point scale used to represent all inspection judgements in this report is as follows:

Grade 1	good with outstanding features
Grade 2	good features and no important shortcomings
Grade 3	good features outweigh shortcomings
Grade 4	some good features, but shortcomings in important areas
Grade 5	many important shortcomings

Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years 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 attain the age of 5 during the academic year. Year 1 refers to the year group of pupils who attain the age of 6 during the academic year and so on. Year 13 is the year group of students who attain the age of 18 during the academic year.

Primary phase:

Year	R	Y 1	Y 2	Y 3	Y 4	Y 5	Y 6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y 7	Y 8	Y 9	Y 10	Y 11	Y 12	Y 13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The national curriculum covers four key stages as follows:

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

The governing body is responsible for amending its current development plan to incorporate action in response to the recommendations within 45 working days of receiving this report, showing what the school is going to do about the recommendations. This plan, or a summary of it, will be circulated to all parents at the school.

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Context

The nature of the provider

1. Coastlands Primary School is a federated primary school situated on two sites one at St Ishmael's and the other at Herbrandston which are small villages to the west of Milford Haven in Pembrokeshire. Since the last inspection two other sites which once made up the school, Dale and Waterston have closed. The overall school population has fallen from 162 in January 2002 to 116 in January 2005. Most pupils come from the local rural area. Some pupils come from Milford Haven, which in part is a deprived area. Pupils' backgrounds range widely. Many pupils come from one-parent families. No pupil has Welsh as a first language and about 70% of pupils are of Welsh extraction. No pupil has English as an additional language.
2. Immediately prior to the inspection a new 'early years department' was completed at the St Ishmael's site. This provides education for six children of nursery age on a part time basis and seven full time children of reception age. In the Herbrandston site there is one child of nursery age who attends on a full time basis as do a further 10 children of reception age. The entry of children who are of nursery age is controlled and administered by Pembrokeshire County Council (the Unitary Authority – UA).
3. Children enter the school with a full range of abilities. Overall most children begin school with average basis skills. Some 8% of pupils are considered eligible for free school meals which is below the local average of 17.8% and the all Wales average of 19% of pupils entitled to free school meals. Two pupils have statements of special educational needs (SEN) and 34 pupils are considered to have some lesser degree of SEN.
4. The aims of the school stress a commitment to provide pupils with an education of a high quality so that all pupils are enabled to achieve their full potential in a caring and purposefully environment. The school holds the Basis Skills Quality Mark (2002).

The school's priorities and targets

5. The school's main priorities and targets for 2004/2005 are: -
 - to effect improvement in all subjects of the National Curriculum and in environmental education;
 - to provide opportunities for the headteacher and subject co-ordinators to monitor teaching and learning at first hand;
 - to complete and put into effective use the early years department at St Ishmael's.

6. The school was last inspected in 1999 soon after it was established as a federated school.
7. The number of teaching staff has been reduced in line with falling rolls. Between July 2003 and July 2004, four teachers accepted voluntary redundancy. In September 2004 the non-teaching headteacher became a teaching headteacher for approximately half of the taught week.

Summary

8. Coastlands is a good school which has continued to improve since its last inspection. It has a strong sense of identity and unity since it was formed as a federated school just over six years ago. The inspection team agrees with all of the judgements made by the school in its self-evaluation document.

Table of grades awarded

Key question	Inspection grade
1 How well do learners achieve?	2
2 How effective are teaching, training and assessment?	2
3 How well do the learning experiences meet the needs and interests of learners and the wider community?	2
4 How well are learners cared for, guided and supported?	2
5 How effective are leadership and strategic management?	2
6 How well do leaders and managers evaluate and improve quality and standards?	2
7 How efficient are leaders and managers in using resources?	2

Standards

9. The overall standard of the educational provision for children under five is appropriate to their needs and children make good progress towards the Desirable Outcomes for Childrens' Learning.
10. Generally children under five make good progress in acquiring key skills. They listen very well and work with others very readily. Their personal and social skills are good overall. The spiritual aspect of this area is well developed and is very strong.
11. This pattern is reflected in both KS1 and KS2 where pupils apply the key skills of speaking, reading, writing and numeracy in their work across the curriculum well. They make good progress in their use of information technology (ICT) and in developing their bilingual skills, bearing in mind their ages and experience.

12. They have good problem solving and creative skills. They work very willingly together; they try hard to improve and learn more. Their personal and social skills are well developed and across the school pupils appreciate this spiritual aspect of their personal and social development very clearly. Pupils with SEN make good progress towards the targets set for them.
13. At the end of KS1 assessments in 2004, pupils' attainment in the NC assessments for English, mathematics and science were above the local and national averages. Girls attained better than boys in these tests. Between 2001 and 2004 results in the end of KS1 assessments have been close to other similar schools in the UA.
14. At the end of KS2 national tests in English, mathematics and science in 2004, results were just below the local and national averages and just below schools considered broadly similar. Since 2001 results in the KS2 national tests have fluctuated widely in comparison to county and national averages. Generally girls outperform boys in these tests in English and mathematics and attain about the same in science. The percentage of pupils reaching the higher level (Level 5) is low.
15. In 2004 the school met its targets in English. It was just below its target in mathematics and below its target in science.
16. Pupils develop their personal, social and learning skills well. They work willingly and listen very attentively. They show care for each other and for adults. They understand what is expected of them and they show respect for individual differences. They know how to treat people fairly.
17. Pupils' attendance is satisfactory and the vast majority of pupils are punctual. There are good arrangements to prepare pupils eventually for the world of work and to understand their place in the local community.

The quality of education and training

18. The quality of teaching was judged as follows: -

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
33%	66%	-	-	-

19. The percentage of good lessons is above the WAG target of 95% satisfactory or better. The percentage of Grade 2 or Grade 1 lessons is well above the national target of 50% Grade 2 or better. This is an improvement on the quality of teaching seen at the last inspection.
20. Teachers have very high expectations of their pupils and encourage and support children under five very well as they do pupils in KS1 and KS2.
21. In 1 in 3 lessons the teaching has outstanding features. These include :-

- very positive relationships between adults and children which encourages children in the reception classes to contribute confidently;
 - targets for the pupils to achieve in the lessons are set out clearly and lessons begin purposefully;
 - teachers show very good subject knowledge, which enables them to demonstrate and explain clearly;
 - teachers' short-term plans are carefully organised and used effectively to build systematically on what pupils already know and can do.
22. In the lessons where there are some minor weaknesses, teachers spend too long explaining and not enough time encouraging pupils to think things out. In some lessons there is a lack of challenge for the most able pupils.
23. The quality of assessment, recording and reporting is good. There are thorough procedures to review pupils' progress and to assess their achievements in English, mathematics and science. Good use is made of opportunities for pupils from both sites to work together in some units of work (federation blocks) to look at the relative standards pupils reach. However, the school has yet to complete collections of pupils' work to illustrate what standards pupils should achieve in each year group across the school. There are good systems in place to set short-term targets for individual pupils to work towards and to help raise standards further. The school meets statutory requirements for recording and reporting to parents.
24. The school matches learning experiences to the needs and interests of learners and the wider community well. The curriculum is accessible to all pupils including those with SEN and it is broad and balanced. The school is very mindful to ensure that all pupils on both sites have equal access to it. The curriculum meets the requirements of the National Curriculum and the locally agreed syllabus in religious education.
25. The school promotes pupils' spiritual, moral, social and cultural development well. Pupils have a strong sense of right and wrong, they show respect for each other, adults and their environment. Pupils have a good understanding for their age and backgrounds of the culture of Wales and of the cultures of others. They support local and national charities enthusiastically. Provision for Y Cwricwlwm Cymreig is good and pupils have good opportunities to learn about Welsh artists, craftsmen and musicians.
26. There is a good range of extra curricular activities, which enables pupils to learn more about their local area and places further afield. Pupils are very aware of the need to look after the physical environment and to protect the world's resources.
27. The school monitors pupils' attendance closely and works constructively with the UA to raise attendance. Links with parents, the community, other schools, voluntary agencies and local organisations are good. Arrangements for child protection and the health and welfare of pupils are strong. The school makes good provision for pupils' personal and social education and also in its arrangements to eliminate oppressive behaviour. The school carries out detailed risk assessment and ensures that all pupils have the same opportunities to learn.

Leadership and management

28. The school is well led. The headteacher works in a very purposeful and determined way to help make the school a success. The headteacher is well supported by a united and committed teaching staff that work well together to overcome some implicit difficulties in a school housed on two sites. There is a clear sense of direction and high expectations of teachers and pupils. The school's ethos is positive and there is a strong commitment to provide a high quality education for all, which meets the school's explicit aims in full.
29. Arrangements to evaluate the school's long-term needs are rigorous and well developed. However while co-ordinators work hard on an informal basis to help other teachers, there are no formal arrangements for co-ordinators to visit classes and to review the quality of teaching and learning across the school and the progress of initiatives they are pursuing. Performance management is well established and there are thorough arrangements for the development of teaching and support staff.
30. The governing body is very effective and very much involved in school life. The chair of governors provides a very knowledgeable and committed lead. There is a strong sense of direction and awareness of the long-term needs of the school. Governors and the professional management of the school work together well.
31. The school development plan is well set out and accurately focused. Governors are kept up to date regularly on its progress. The school's self evaluation report is carefully constructed. It identifies the areas for improvement correctly. All statutory requirements are met.
32. The school has made good progress since the last inspection. Nearly all of the extensive number of key issues has been addressed.
33. The overall provision of staffing, accommodation and resources is good. Resources are good in quality and quantity and pupils at both sites benefit from the way they are readily available to support teaching and learning. The accommodation is good. The very recently completed early years unit at the St Ishmael's site is well equipped to meet the learning needs of these children. Pupils are well supported by qualified and experienced teachers. These are fairly deployed between the two sites. The school gives good value for money.

Recommendations

In order to improve the school in the areas inspected, the staff and governing body need to:

- R1 continue to develop the roles of all co-ordinators so that all are able, on a planned basis to look at first hand at the quality of teaching and learning in their subjects and the progress of initiatives they are pursuing;
- R2 complete the process of assembling collections of pupils' work in order to indicate the standards expected in each year across the school and have higher expectations of the most able pupils;

Standards

Key question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings

- 34. Overall the findings of the inspection team match the judgements made by the school in its self-evaluation report.
- 35. The overall quality of the educational provision for children under five is appropriate to their needs and they make good progress towards the desirable learning outcomes for children's learning. Baseline assessments indicate that the attainment on entry of many children is average.
- 36. Generally children aged under five make good progress in acquiring key skills. In applying the key skills of speaking, reading and writing and numeracy in their work across the curriculum, they make good progress. In their use of information technology (ICT) and in developing their bilingual skills, they make good progress. They listen very well. They make good progress in their personal and social skills. They have good problem solving and creative skills. They work very willingly with each other and try hard to improve and to learn more.
- 37. The key skill of listening is very well developed across the school. Pupils work willingly and enthusiastically together. In all of the other key skills, pupils achieve well. Across the school, pupils' appreciation of the spiritual aspect of their personal and social development is very well developed.
- 38. In the KS1 National Curriculum teacher assessments in 2004, pupils' achievements in attaining Level 2 or higher were above the local and national averages in English, mathematics and science. Girls attained better than boys in these tests. All the girls who took these assessments reached at least the expected level (Level 2) in speaking and listening, reading, writing, mathematics and science. Between 2001 and 2004 results at the end of KS1 have been just below the county average and near the average for schools considered by the Welsh Assembly Government (WAG) to be broadly similar.

39. At the end of KS2 national tests in 2004 pupils' attainment in English was just below the local and national averages. In mathematics and science these results were below the local and national averages. The school's performance in these tests was below the overall Welsh target for 80-85% of pupils to reach the expected level (Level 4). When compared to schools considered broadly similar these results were below most of these schools. When these results are combined, the overall performance of pupils in 2004 was very close to the local average.
40. Since 2001 combined results in English, mathematics and science have fluctuated widely in comparison to county and national averages. In 2001 results were well below the county and national picture. In 2002 these results were below the county and national averages. In 2003 results were close to the county and national averages. Generally girls out perform boys in these tests in English and mathematics and attain about the same in science. The percentage of pupils attaining the higher level (Level 5) is low. In 2004, the school met its targets in English. It was just below its target in mathematics and below its target in science. Overall performance was just below the target agreed with the UA.
41. Pupils' show a good attitude to their learning, pay attention in class and work hard for the duration of each lesson, concentrating well. Throughout the school pupils behave well and show respect and consideration for each other, teachers, non-teaching staff and visitors. Movement between classes is orderly and calm. Behaviour in the playground is good and pupils know what is expected of them.
42. The average attendance for the three terms before the inspection was 93%. There is no recorded unauthorised absence. A substantial number of holidays are taken within the school term and treated as authorised absence. These absences prevent the school achieving its attendance targets.
43. Pupils show good progress in their personal, social, moral and wider development. Pupils throughout the school understand their strengths and weaknesses. They develop good problem solving and decision-making skills and the ability to work independently.
44. Observations of pupils at work and play throughout the school shows that they respect and care about each other. The older pupils especially show support and responsibility towards the younger children.
45. Throughout the school pupils show a good understanding of equal opportunities. They have respect for different beliefs and cultural traditions within society.
46. Visits into the local community and places of interest linked to the workplace broadens pupils' understanding of their community and the world of work.

The quality of education and training

Key question 2: How effective are teaching, training and assessment?

Grade 2: Good features and no important shortcomings

47. Overall the findings of the inspection team match the judgements made by the school in its self-evaluation report.

48. In the lessons observed the quality of teaching was judged as follows: -

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
33%	66%	-	-	-

49. The percentage of Grade 2 lessons is above the WAG all Wales target of 95% to be Grade 3 or better. The percentage of Grade 2 lessons is well above the national target of 50% of lessons to be Grade 1 or Grade 2. This is an improvement on the quality of teaching seen at the last inspection where 75% of lessons were Grade 2 or better.

50. In the best lessons the relationships between teachers and their pupils are very positive and have some outstanding features, for example when encouraging children in a reception class to contribute confidently in their dance lesson, or when recognising pupils' achievements in following a musical score when performing a piece of music.

51. In the best lessons, teachers invariably have high expectations of what their pupils can achieve and encourage them energetically to aim towards achieving them. They make very clear what they expect in the time available. They review previous learning thoroughly before building systematically on what pupils already know and can do, for example in planning a script for a play. They support individual pupils well, when necessary, to help each pupil overcome any difficulties they may be experiencing.

52. In the best lessons teachers show very good subject knowledge, for example when teaching pupils how to use different rhythms when writing poetry or when using ICT to illustrate through an interactive whiteboard how to rotate angles in mathematics. Teachers invariably take every opportunity to use incidental Welsh and to promote pupils' bilingual skills. Teachers often show good understanding of what to teach and how to teach it.

53. Teachers of children under five have a thorough understanding of how to plan and engage these children in a wide range of purposeful play and investigation. Throughout the school, teachers' shorter-term plans are carefully organised and are effective. They enable teaches to build systematically on what pupils know and can do. In many lessons the learning is enhanced by a good range of resources which are well organised and are readily available.

54. Teachers promote equality of opportunity well. They do this particularly effectively in classes where some children have demanding special educational needs. They

patiently and cleverly encourage all pupils to be active participants in the lessons and to give of their best. They use support staff effectively in well-planned ways to ensure that all pupils receive appropriate help and encouragement.

55. In the small number of lessons where there are some minor weaknesses, these relate to a lack of challenge for the most able pupils. In some lessons teachers spent too long explaining and do not allow sufficient time to encourage pupils to think things out for themselves or to discuss the principles being explained.
56. There are thorough procedures in place to review pupils' progress and to assess their achievements in English, mathematics and science. Teachers make good use of the arrangements for pupils from both sites to work together on units of work (federated blocks) to look at the relative standards pupils reach. However, the school has yet to complete the process of assembling collections of pupils' work in all subjects to indicate the standards expected in each year across the school.
57. There are well-established procedures in place to determine shorter-term targets for pupils to aim to achieve. These are regularly shared and reviewed with pupils. Pupils are well informed about what they need to achieve. Pupils' achievements are regularly recorded and this information is well used to support teachers' planning and pupils' learning.
58. All statutory requirements for assessment and reporting to parents on the National Curriculum are met. Parents have good opportunities to meet with teachers to discuss their children's progress. Arrangements to consult with parents whose children have SEN are good.

Key question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?

Grade 2: Good features and no important shortcomings

59. Overall the findings of the inspection team match the judgements made by the school in its self-evaluation report.
60. The curriculum meets successfully the needs of all pupils and reflects the aims set out for children under five and for pupils of statutory school age in the Education Act 1996. Appropriate curriculum time is provided in the Early Years, KS1 and KS2. The curriculum is accessible to all pupils, including those with SEN. The school ensures that its equal opportunities policy operates appropriately and that this is regularly monitored and reviewed.
61. The KS1 and KS2 curriculum is broad, balanced and flexible. It meets the requirements of the National Curriculum and religious education. The curriculum for children under five successfully meets the requirements of the Desirable Learning Outcomes in the six areas of learning deemed appropriate for children of this age.

62. Curriculum planning is good and teachers have a secure overview of the breadth and depth of the curriculum. They plan carefully to ensure that most pupils build systematically on what they already know and can do.
63. The school has developed successfully its curriculum since the last inspection. Schemes of work have been effectively reviewed and revised. Pupils have been provided with more opportunities to develop their ICT skills and more curriculum time has been devoted to design and technology, art and music. The Federation blocks continue to enrich the quality of pupils' learning in single age groups from both bases.
64. The organisation of specialist teaching, for instance in Welsh as a second language, music, science and religious education is effective in ensuring that pupils' knowledge, understanding and skills are enhanced in these curricular areas. Planning to link different subjects is good. It offers pupils a rich and varied curriculum and ensures that they are provided with a wide range of stimulating learning experiences. There is good coverage of all the programmes of study in NC subject areas and religious education.
65. The school has made good progress in developing pupils' key and basic skills. Effective teaching strategies and the tasks set by teachers ensure that there is a clear focus upon the development of these skills in every lesson.
66. Planning to deliver literacy, numeracy and ICT across the curriculum is well developed for all pupils. Monitoring systems ensure that the key skills are delivered in different subjects, including the skills of problem-solving, creative and personal and social education skills.
67. There is a good range of extra-curricular activities available for pupils, for instance in sport, instrumental and choral music. The innovative Saturday "Buzz Club" is designed to encourage pupils to extend their ability to learn independently. A good number of pupils take advantage of these opportunities. Pupils are encouraged to compete in local and national competitions and there are many planned visits to places of interest including theatres, museums and sites in the local environment.
68. Older pupils benefit from a variety of residential visits, for instance to the Urdd camp at Llangrannog. These are valuable in promoting pupils' personal and social education skills, placing a particular emphasis upon the ability to work together and to take responsibility for personal organisation.
69. The school promotes pupils' spiritual, moral and social development well. Daily acts of collective worship are joyful occasions and pupils participate enthusiastically through song and performance. Members of the local clergy are regular and welcome visitors to assemblies where acts of worship are conducted in both Welsh and English. A number of subjects contribute very well to pupils' spiritual development by providing them with opportunities to reflect on creative work, poetry, music and the natural world.
70. Pupils have a clear sense of right and wrong. They show respect for each other, for adults, the school environment and resources. Pupils show genuine concern for

each other's welfare. They are enthusiastic contributors to a variety of local and national charities, taking responsibility for organising events to raise money, for instance, to help the local guide dog charity.

71. The School Council meets regularly and pupils take their membership of it very seriously. Class councils and discussion time also provide pupils with good opportunities to develop their decision-making and problem-solving skills. Pupils make decisions confidently and its deliberations are well focused upon promoting improvements in the school's environment.
72. There is good provision for pupils to develop their social skills. They co-operate well together in lessons and other activities. Relationships throughout the school are very good; pupils make a significant contribution to the positive atmosphere which prevails on both sites.
73. Pupils' cultural development is well reflected in many aspects of the curriculum and in extra-curricular activities. They benefit from cultural visits to museums and theatres and have good practical opportunities to work with local artists, craftsmen and musicians. Pupils acquire respect for and understanding of the values and traditions of other cultures, for instance in Europe and Africa
74. The school provides parents with helpful information and they are encouraged to participate in school life and to discuss their children's progress in parents' evenings. The parent and teacher association (PTA) is active and supportive of the school's work.
75. There are good links with the receiving comprehensive school and with the other primary schools in the family cluster. These links ensure continuity in pupils' learning and are effective in encouraging teachers to share good practice with each other.
76. There are good arrangements for work related education through the study of local employment and by workplace visits.
77. Pupils show a keen interest in the language and culture of Wales and incidental Welsh is introduced broadly throughout the school curriculum. They have developing bilingual skills and make good progress in using them.
78. There are good opportunities for all pupils to participate in extra curricular activities. Through their learning experiences at school the pupils have developed very caring, moral attitudes and understand social disadvantage and stereotyping.
79. The school promotes the efficient use of energy, recycling and waste minimisation. Their learning experiences enable pupils to develop an understanding that what people do affects themselves, the places in which they live, other people and plants and animals.
80. Learning experiences provide pupils with the opportunity to develop good problem solving and investigative skills. Initiatives are built into the schemes of work and throughout the curriculum to encourage these. The school recognises the national

priorities for lifelong learning well in its overall curriculum. Healthy living is promoted with the active involvement of outside agencies.

Key question 4: How well are learners cared for, guided and supported?

Grade 2: Good features and no important shortcomings

81. Overall the findings of the inspection team match the judgements made by the school in its self-evaluation report.
82. Pupils benefit considerably from an effective system of care and support, which is well integrated into all aspects of the work of the school.
83. Parents are kept well informed of their children's work and progress. They are given opportunities to share their views on developments. An active parent-teacher association raises funds for specific projects, and there is good support from individual parents for a range of school activities.
84. Induction procedures for nursery and reception children are good; they enable children to settle in to routines at their own pace. Good links with the local comprehensive school help to ensure a smooth transition to KS3
85. Attendance, absence and lateness are recorded in line with statutory requirements. Clear targets are in place to reduce levels of absence and to improve punctuality. Attendance data is systematically analysed in order to identify trends and tackle any unauthorised absence at an early stage.
86. A high priority is given to pupils' safety and welfare. Staff receive regular training in first-aid and are well informed of the specific physical and medical needs of pupils. The school has clear policies and procedures relating to health and safety and regular risk assessments are undertaken to ensure the continuing safety of the school environment.
87. Child-protection procedures follow local recommendations. Good liaison takes place with external agencies. Staff are fully aware of the named person and of the named Governor responsible for child-protection issues.
88. The importance of a healthy diet and lifestyle is well promoted. Policies on sex education, bullying, equal opportunities, diversity and race discrimination reflect good practice and are reviewed regularly. All pupils have equal access to school activities during the school day and in after-school clubs.
89. Pupils are well supervised at all times and are encouraged to show consideration and respect for each other during lessons and in the playground.
90. Good partnerships with a variety of local businesses and industries help to improve pupils' understanding of the workplace.
91. Procedures for identifying and supporting pupils with special educational needs conform to the principles in the national Code of Practice. The early identification of

the educational needs of children under five is very good and ensures that these children are provided with opportunities to overcome their difficulties and to make progress.

92. The role of the special needs co-ordinator has been reviewed and improved since the last inspection. Efficient and conscientious approaches ensure that meticulous records are kept of pupils' progress and that statutory requirements are fulfilled in relation to formal statements of special educational needs. Work undertaken in withdrawal groups in both language and numeracy is motivating and varied. Teachers and learning support assistants ensure that work set addresses the specific targets identified in individual education plans.
93. Class teachers pay close attention to the special needs of individual pupils. They know their pupils well and ensure that tasks are appropriately adapted to tackle areas of difficulty. Strong emphasis is placed upon the consolidation and progressive extension of skills and on full access to all areas of the curriculum. The expertise of the learning support assistants is well used to help pupils make progress. They work closely with teachers and plan pupils' work together.
94. Parents, and the pupils themselves, are encouraged to play an active role in regular reviews of progress and in the setting of well-identified targets for future development. Individual Behaviour Plans are well designed to ensure that the behaviour of the minority of pupils concerned does not impede their own progress or that of other pupils. Close links with appropriate local agencies ensure that pupils with special educational needs have access to professional expertise to deal with learning and behavioural difficulties.
95. The school promotes pupils' awareness of the many different racial, cultural, religious and linguistic backgrounds in modern society. Teachers encourage a positive attitude towards diversity and there are displays promoting respect for peoples of different cultural backgrounds.
96. There is a healthy integration of boys and girls at the school. Pupils participate well together in various sporting activities and school clubs.
97. Pupils throughout the school are taught to respect peoples of all races and to follow the principle that all peoples should be treated equally. There is an appropriate policy in place.
98. The behaviour of the pupils throughout the school is of a high quality. There are sound behavioural, racial discrimination and anti-bullying policies in place.
99. The St Ishmael's unit of the school is very well equipped to cater for the needs of pupils with disability. Currently there are none. However, should any such children be based there, they would receive an education equal to that provided to the other pupils. The school recognises and respects diversity well. There is an effective policy in place to promote understanding of the issue and carefully monitor to guard against institutional racism.

Leadership and management

Key question 5: How effective are leadership and strategic management?

Grade 2: Good features and no important shortcomings

100. Overall the findings of the inspection team match the judgements made by the school in its self-evaluation report.
101. The quality of leadership shown by the headteacher is good with some very strong features. The headteacher gives a very determined and purposeful lead. She is very hardworking and carries considerable administrative and teaching responsibilities well. The structure of the federated school now split between two sites poses significant challenges, which the headteacher has dealt with very well. All teaching staff are very committed to the school and show determination to make the school a success.
102. The headteacher gives a strong lead and has successfully encouraged teachers and pupils to have a clear sense of direction and unity.
103. Expectations of teachers and their pupils are high. The school's ethos is positive reflecting the school's aims to promote a happy, caring and purposeful environment on both sites. There is a strong commitment to provide high quality education and to ensure that all pupils, including those with SEN have good and equal access to it.
104. The school takes careful account of the WAG and local priorities. The school contributes well to the Milford family of schools and has close links with the UA. There are some good links with local industry to help pupils develop an awareness of the importance of ecological issues related to them.
105. The headteacher and staff have established detailed and extensive procedures to review pupil's progress and to set realistic targets to raise standards further. They work closely and constructively together to put in place arrangements to achieve this. These are beginning to impact upon standards. For example, new well thought out initiatives in English, mathematics and science have been recently put in place to address previously identified shortcomings.
106. Teachers plan together effectively and follow the good lead co-ordinators set in this. However, the role of co-ordinators across the school is under developed. Currently there are inherent practical difficulties in providing co-ordinators with significant opportunities to visit other classes to review teaching and learning at first hand. There is no longer-term plan to overcome these difficulties and to enable co-ordinators to review the progress of initiatives they are pursuing. Co-ordinators are over reliant upon informal discussion to determine for example how successfully initiatives in English have impacted upon standards in reading. They have not established collections of pupils' work in each year group across both sites to indicate what teachers should expect of pupils, particularly those who are considered most able.

107. There are thorough arrangements for staff appraisal and for the professional development of teaching and non-teachings support staff. Performance management is well established.
108. A particularly positive feature in the school is the very strong role governors' play in its life. They meet their legal requirements in full. A very knowledgeable and committed chair has carefully and sensitively supported the development of the federated school.
109. The governing body is very active and is fully involved in decision-making. This is based upon the governing body's detailed knowledge of what goes on in the school. The governing body for example has shown a clear sense of direction and appreciation of the strategic needs of the school in order to bring about significant changes over recent years. For example, the governing body has played a key role in the rationalisation of the educational needs of pupils on the then four sites.
110. Governors are well informed by the professional staff of the progress the school is making towards the targets it is setting for itself. The governors' role as a critical friend is well developed. Governors and the professional management of the school work well together with a strong sense of equal partnership in attempting to achieve their agreed objectives.

Question 6: How well do leaders and managers evaluate and improve quality and standards?

Grade 2: Good features and no important shortcomings

111. Overall the findings of the inspection team match the judgements made by the school in its self-evaluation report.
112. The headteacher and teachers are well informed about the performance of the school and the standards currently being achieved. They have put in place well thought out initiatives to help raise standards further. The governing body is very closely involved in the life of the school and is kept up to date about the progress the school is making to reach the targets set by the UA.
113. There are detailed and comprehensive systems in place to judge the strengths and weaknesses of the school. The school's self-evaluation document is very well constructed and supported by first hand evidence. It is a very accurate assessment of the school's strengths and weaknesses. The inspection team agrees with all of the judgements the school has made in this document. There are good arrangements to consult and take account of the views of pupils and other interested parties including governors.
114. The School Development Plan (SDP) is well set out and accurately focused on the needs of the school. It is sufficiently detailed to provide governors and managers with ways of planning, costing and evaluating the progress of initiatives. There are appropriate timescales and ways of determining the success of these decisions. The SDP is used effectively in the school's arrangements to set and manage the

annual budget and to inform decision making generally. The governing body regularly reviews the progress it is making in its SDP.

115. The school has made good progress since the time of the last inspection. Nearly all of the extensive number of key issues of that inspection has been well addressed.

Key question 7: How efficient are leaders and managers in using resources?

Grade 2: good features and no important shortcomings

116. Overall the findings of the inspection team match the judgements made by the school in its self-evaluation report.

117. Good use is made of available resources to ensure that the school has appropriate staffing for present pupil numbers. Teachers are effectively deployed, and are suitably qualified and experienced. Very good liaison takes place with nursery nurses and classroom assistants, all of who make a valuable contribution to the overall quality of learning.

118. Strong emphasis is placed upon the continuing professional development of all members of staff. Training is well related to the specific needs of the school. Performance Management and the staff-appraisal systems are well established and function effectively.

119. The role of curriculum co-ordinators has been developed since the last inspection. However, co-ordinators have limited opportunities to monitor the quality of teaching and learning in their areas of curricular responsibility.

120. Good support by the school secretary, caretaker, midday supervisors and canteen staff ensures that day-to-day management is smooth and efficient.

121. Effective use is made of all the available accommodation, including corridor space. The school halls are well used for physical education, music and assemblies as well as for a variety of after-school clubs and activities. Library facilities on both sites are adequate.

122. Buildings are well maintained overall. Adequate access is provided for pupils with physical disabilities. The new Early Years Unit on the St Ishmael's site is attractive and well designed and is a valuable resource in developing the quality of education for children under five.

123. Colourful displays of pupils' work celebrate their interests and achievements; they enhance the learning environment. Well-kept playing fields and well-designed hardcore areas enable pupils to participate in a range of sports and other activities.

124. All classes make full use of a wide range of good quality learning resources, including the interactive whiteboards in each classroom. They make good use of the school's ICT resources to extend their knowledge and understanding and encourage their independent learning approaches.

125. Overall the accommodation is good and the school environment is being improved on a limited budget. For example, the construction of an outdoor play area and nature resources for children under five. These resources are well matched to the school's priorities for development.
126. Throughout the school the pupils are well supported by qualified and experienced staff that are effectively and fairly deployed. The headteacher has completed the leadership programme for serving heads and two of her staff are currently studying for a graduate certificate in professional development.
127. Spending decisions are well matched to the schools priorities and the school is adequately resourced with ICT equipment. The library is adequately resourced to provide for the needs of all pupils.
128. The school management team and the governing body meet on a regular basis to monitor and review school budgets and costs. Higher than average costs: are in part because of the duplication of a number of operating costs. Overall, the school gives good value for money.

School's response to the inspection

The headteacher and governors are pleased that the inspection findings recognise that Coastlands is a good school which has made significant progress since its last inspection, and that we have a strong sense of unity and identity as a federated school on a split site.

We are also pleased that the inspectors found that our teaching and learning of key skills is strong and well planned throughout the school.

We are particularly proud that our teaching was found to be well above Welsh Assembly Government targets and that we have a 100% of Grade 1 and Grade 2 lessons combined.

The skill and commitment of teaching and support staff has been recognised, as has the strong leadership of the Headteacher and the effectiveness of the chairman and of the governing body.

Above all we are especially pleased that our commitment to provide a high quality education for all children has been acknowledged and also that we provide a calm happy and positive atmosphere and ethos throughout the school.

The inspectors confirmed that our pupils are caring and very well behaved and that our community and parental links are good.

An action plan will be put into place to address the recommendations in the report. The outgoing headteacher and governing body will work with the newly appointed headteacher to formulate the action plan.

The Headteacher will ensure that co-ordinators will collect the termly pupils assessments and that they are levelled, evaluated and put into the co-ordinators subject portfolios. These portfolios will indicate the standards expected across the school in each year group and enable all staff to have higher expectations of the most able pupils.

Plans will be put into place so that co-ordinators can look first hand at the quality of teaching and learning in their subjects and at the progress of initiatives they are pursuing. This will include a timetable for co-ordinators to exchange classes to teach their own subject and will begin in the autumn term 2005.

We will ensure that these recommendations will be included in the school development plan.

A copy of the school's action plan in response to the inspection recommendations will be sent to all parents. The governors' annual report to parents will report on the progress we are making on the inspection recommendations.

Appendix A

Basic information about the school

Name of school	Coastlands CP Primary School
School type	Community
Age-range of pupils	3 - 11
Address of school	St Ishmael's Haverfordwest Pembrokeshire
Post-code	SA62 3SZ
Telephone number	01646 636 340
Fax number	01646 692 005

Headteacher	Mrs Joan Palmer
Date of appointment	1 st September 1998
Chair of governors/ Appropriate authority	Mrs Yvonne Evans
Registered inspector	Mr Peter Mathias
Dates of inspection	23 rd + 24 th May 2005

Appendix B

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils		15	17	13	12	14	25	20	116

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	4	4	6

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	19:1
Average class size, excluding nursery and special classes	19
Teacher (fte): class ratio	1:1

Term	R	Whole School
Spring 2004	94.2	93.3
Summer 2004	93.29	92.7
Autumn 2004	90.27	94.32

Percentage of pupils entitled to free school meals	8%
Number of pupils temporarily excluded during 12 months prior to inspection	1

Appendix C

National Curriculum Assessment Results End of Key Stage 1:

National Curriculum Assessment KS1 Results 2004			Number of pupils in Y2:		10		
Percentage of pupils at each level							
			W	1	2	3	
English:	Teacher Assessment	School	0	10	90	0	
		National	4	14	63	20	
Mathematics	Teacher Assessment	School	0	10	90	0	
		National	2	11	62	24	
Science	Teacher Assessment	School	0	10	90	0	
		National	2	10	66	22	

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	90	In Wales	79

W Pupils who are working towards level 1

National Curriculum Assessment Results
End of Key Stage 2:

National Curriculum Assessment KS2 Results 2004				Number of pupils in Y6		30		
Percentage of pupils at each level								
			1	2		3	4	5
English	Teacher assessment	School				24.2	58.6	17.2
		National	1	6		16	45	31
	Test/Task	School				23.3	50.0	26.7
		National		5		12	38	40
Mathematics	Teacher assessment	School				20.0	60.0	13.3
		National		4		19	46	30
	Test/Task	School				20.7	67.0	10.2
		National		4		18	42	33
Science	Teacher assessment	School	3.3			20.0	73.3	3.3
		National		2		13	49	35
	Test/Task	School		3.45		6.9	86.2	3.45
		National		2		11	47	38

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by Teacher Assessment		by Test	
In the school	71	In the school	70
In Wales	70	In Wales	71

A Pupils who have failed to register a level because of absence
N Not enough marks for level to be awarded

Appendix D

Evidence base of the inspection

- A team of three inspectors who were present at the school for five inspector days carried out the inspection
- Pre-inspection meetings were held with parents and the governing body to discuss the life and work of the school.
- Thirty six questionnaires were completed by parents and carefully analysed.
- Discussions were held with the head and staff with responsibilities and support staff.
- School documentation and samples of pupils' work were examined.
- 15 lessons or sessions were observed.
- A sample of pupils' work from across the ability range in each year group was examined.
- Inspectors listened to a sample of pupils from each year group reading.
- Discussions were held with pupils about their work and about the life of the school.
- Pupils' behaviour was observed during break periods, at lunchtime and at the beginning and end of the school sessions.
- Inspectors attended assemblies and observed extra-curricular activities.
- Post inspection meetings were held with the staff and the governing body.

Appendix E

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Peter Mathias Registered Inspector	Context Summary and Recommendations Key Question 2, 5 and 6 Contribution to Key Question 1
Mr Ivor Petherick	Contributions to Key Questions 1, 3, 4 and 7
Mrs Anne Newman	Contributions to Key Questions 3, 4 and 7

Acknowledgement

The inspection team would like to thank the governors, headteacher, staff and pupils for their co-operation and courtesy throughout the inspection.

Contractor

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**Inspection under Section 10 of the
Schools Inspections Act 1996**

**Coastlands CP Primary School
St Ishmael's, Haverfordwest
Pembrokeshire
SA62 3SZ**

A SUMMARY REPORT FOR PARENTS

Date of Inspection: 23rd – 24th May 2005

by

**Mr Peter Mathias
W203/78829**

Date: 13th July 2005

Under Estyn contract number: T/232/04P

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Report by Mr P Mathias
Coastlands Primary School – May, 2005

Coastlands Primary School was inspected as part of a national programme of school inspection. The purpose is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents more information about their child's school. A copy of this summary is sent to every family with a child at the school. The full report can be obtained from the school.

The inspection of Coastlands Primary School took place between 23rd and 24th May 2005. An independent team of inspectors, led by Mr Peter Mathias undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral, social and cultural development. This summary report may be reproduced for non-commercial educational purposes but only as a whole and provided it is reproduced verbatim without adaptation and the source and date thereof are stated.

The five-point scale used to represent all inspection judgements in this report is as follows:

Grade 1	good with outstanding features
Grade 2	good features and no important shortcomings
Grade 3	good features outweigh shortcomings
Grade 4	some good features, but shortcomings in important areas
Grade 5	many important shortcomings

Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years 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 attain the age of 5 during the academic year. Year 1 refers to the year group of pupils who attain the age of 6 during the academic year and so on. Year 13 is the year group of students who attain the age of 18 during the academic year.

Primary phase:

Year	R	Y 1	Y 2	Y 3	Y 4	Y 5	Y 6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y 7	Y 8	Y 9	Y 10	Y 11	Y 12	Y 13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The national curriculum covers four key stages as follows:

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

The governing body is responsible for amending its current development plan to incorporate action in response to the recommendations within 45 working days of receiving this report, showing what the school is going to do about the recommendations. This plan, or a summary of it, will be circulated to all parents at the school.

Context

The nature of the provider

1. Coastlands Primary School is a federated primary school situated on two sites one at St Ishmael's and the other at Herbrandston which are small villages to the west of Milford Haven in Pembrokeshire. Since the last inspection two other sites which once made up the school, Dale and Waterston have closed. The overall school population has fallen from 162 in January 2002 to 116 in January 2005. Most pupils come from the local rural area. Some pupils come from Milford Haven, which in part is a deprived area. Pupils' backgrounds range widely. Many pupils come from one-parent families. No pupil has Welsh as a first language and about 70% of pupils are of Welsh extraction. No pupil has English as an additional language.
2. Immediately prior to the inspection a new 'early years department' was completed at the St Ishmael's site. This provides education for six children of nursery age on a part time basis and seven full time children of reception age. In the Herbrandston site there is one child of nursery age who attends on a full time basis as do a further 10 children of reception age. The entry of children who are of nursery age is controlled and administered by Pembrokeshire County Council (the Unitary Authority – UA).
3. Children enter the school with a full range of abilities. Overall most children begin school with average basis skills. Some 8% of pupils are considered eligible for free school meals which is below the local average of 17.8% and the all Wales average of 19% of pupils entitled to free school meals. Two pupils have statements of special educational needs (SEN) and 34 pupils are considered to have some lesser degree of SEN.
4. The aims of the school stress a commitment to provide pupils with an education of a high quality so that all pupils are enabled to achieve their full potential in a caring and purposefully environment. The school holds the Basis Skills Quality Mark (2002).

The school's priorities and targets

5. The school's main priorities and targets for 2004/2005 are: -
 - to effect improvement in all subjects of the National Curriculum and in environmental education;
 - to provide opportunities for the headteacher and subject co-ordinators to monitor teaching and learning at first hand;
 - to complete and put into effective use the early years department at St Ishmael's.
6. The school was last inspected in 1999 soon after it was established as a federated school.

7. The number of teaching staff has been reduced in line with falling rolls. Between July 2003 and July 2004, four teachers accepted voluntary redundancy. In September 2004 the non-teaching headteacher became a teaching headteacher for approximately half of the taught week.

Summary

8. Coastlands is a good school which has continued to improve since its last inspection. It has a strong sense of identity and unity since it was formed as a federated school just over six years ago. The inspection team agrees with all of the judgements made by the school in its self-evaluation document.

Table of grades awarded

Key question	Inspection grade
1 How well do learners achieve?	2
2 How effective are teaching, training and assessment?	2
3 How well do the learning experiences meet the needs and interests of learners and the wider community?	2
4 How well are learners cared for, guided and supported?	2
5 How effective are leadership and strategic management?	2
6 How well do leaders and managers evaluate and improve quality and standards?	2
7 How efficient are leaders and managers in using resources?	2

Standards

9. The overall standard of the educational provision for children under five is appropriate to their needs and children make good progress towards the Desirable Outcomes for Childrens' Learning.
10. Generally children under five make good progress in acquiring key skills. They listen very well and work with others very readily. Their personal and social skills are good overall. The spiritual aspect of this area is well developed and is very strong.
11. This pattern is reflected in both KS1 and KS2 where pupils apply the key skills of speaking, reading, writing and numeracy in their work across the curriculum well. They make good progress in their use of information technology (ICT) and in developing their bilingual skills, bearing in mind their ages and experience.
12. They have good problem solving and creative skills. They work very willingly together; they try hard to improve and learn more. Their personal and social skills

are well developed and across the school pupils appreciate this spiritual aspect of their personal and social development very clearly. Pupils with SEN make good progress towards the targets set for them.

13. At the end of KS1 assessments in 2004, pupils' attainment in the NC assessments for English, mathematics and science were above the local and national averages. Girls attained better than boys in these tests. Between 2001 and 2004 results in the end of KS1 assessments have been close to other similar schools in the UA.
14. At the end of KS2 national tests in English, mathematics and science in 2004, results were just below the local and national averages and just below schools considered broadly similar. Since 2001 results in the KS2 national tests have fluctuated widely in comparison to county and national averages. Generally girls outperform boys in these tests in English and mathematics and attain about the same in science. The percentage of pupils reaching the higher level (Level 5) is low.
15. In 2004 the school met its targets in English. It was just below its target in mathematics and below its target in science.
16. Pupils develop their personal, social and learning skills well. They work willingly and listen very attentively. They show care for each other and for adults. They understand what is expected of them and they show respect for individual differences. They know how to treat people fairly.
17. Pupils' attendance is satisfactory and the vast majority of pupils are punctual. There are good arrangements to prepare pupils eventually for the world of work and to understand their place in the local community.

The quality of education and training

18. The quality of teaching was judged as follows: -

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
33%	66%	-	-	-

19. The percentage of good lessons is above the WAG target of 95% satisfactory or better. The percentage of Grade 2 or Grade 1 lessons is well above the national target of 50% Grade 2 or better. This is an improvement on the quality of teaching seen at the last inspection.
20. Teachers have very high expectations of their pupils and encourage and support children under five very well as they do pupils in KS1 and KS2.
21. In 1 in 3 lessons the teaching has outstanding features. These include :-
 - very positive relationships between adults and children which encourages children in the reception classes to contribute confidently;

Report by Mr P Mathias
Coastlands Primary School – May, 2005

- targets for the pupils to achieve in the lessons are set out clearly and lessons begin purposefully;
 - teachers show very good subject knowledge, which enables them to demonstrate and explain clearly;
 - teachers' short-term plans are carefully organised and used effectively to build systematically on what pupils already know and can do.
22. In the lessons where there are some minor weaknesses, teachers spend too long explaining and not enough time encouraging pupils to think things out. In some lessons there is a lack of challenge for the most able pupils.
23. The quality of assessment, recording and reporting is good. There are thorough procedures to review pupils' progress and to assess their achievements in English, mathematics and science. Good use is made of opportunities for pupils from both sites to work together in some units of work (federation blocks) to look at the relative standards pupils reach. However, the school has yet to complete collections of pupils' work to illustrate what standards pupils should achieve in each year group across the school. There are good systems in place to set short-term targets for individual pupils to work towards and to help raise standards further. The school meets statutory requirements for recording and reporting to parents.
24. The school matches learning experiences to the needs and interests of learners and the wider community well. The curriculum is accessible to all pupils including those with SEN and it is broad and balanced. The school is very mindful to ensure that all pupils on both sites have equal access to it. The curriculum meets the requirements of the National Curriculum and the locally agreed syllabus in religious education.
25. The school promotes pupils' spiritual, moral, social and cultural development well. Pupils have a strong sense of right and wrong, they show respect for each other, adults and their environment. Pupils have a good understanding for their age and backgrounds of the culture of Wales and of the cultures of others. They support local and national charities enthusiastically. Provision for Y Cwricwlwm Cymreig is good and pupils have good opportunities to learn about Welsh artists, craftsmen and musicians.
26. There is a good range of extra curricular activities, which enables pupils to learn more about their local area and places further afield. Pupils are very aware of the need to look after the physical environment and to protect the world's resources.
27. The school monitors pupils' attendance closely and works constructively with the UA to raise attendance. Links with parents, the community, other schools, voluntary agencies and local organisations are good. Arrangements for child protection and the health and welfare of pupils are strong. The school makes good provision for pupils' personal and social education and also in its arrangements to eliminate oppressive behaviour. The school carries out detailed risk assessment and ensures that all pupils have the same opportunities to learn.

Leadership and management

28. The school is well led. The headteacher works in a very purposeful and determined way to help make the school a success. The headteacher is well supported by a united and committed teaching staff that work well together to overcome some implicit difficulties in a school housed on two sites. There is a clear sense of direction and high expectations of teachers and pupils. The school's ethos is positive and there is a strong commitment to provide a high quality education for all, which meets the school's explicit aims in full.
29. Arrangements to evaluate the school's long-term needs are rigorous and well developed. However while co-ordinators work hard on an informal basis to help other teachers, there are no formal arrangements for co-ordinators to visit classes and to review the quality of teaching and learning across the school and the progress of initiatives they are pursuing. Performance management is well established and there are thorough arrangements for the development of teaching and support staff.
30. The governing body is very effective and very much involved in school life. The chair of governors provides a very knowledgeable and committed lead. There is a strong sense of direction and awareness of the long-term needs of the school. Governors and the professional management of the school work together well.
31. The school development plan is well set out and accurately focused. Governors are kept up to date regularly on its progress. The school's self evaluation report is carefully constructed. It identifies the areas for improvement correctly. All statutory requirements are met.
32. The school has made good progress since the last inspection. Nearly all of the extensive number of key issues has been addressed.
33. The overall provision of staffing, accommodation and resources is good. Resources are good in quality and quantity and pupils at both sites benefit from the way they are readily available to support teaching and learning. The accommodation is good. The very recently completed early years unit at the St Ishmael's site is well equipped to meet the learning needs of these children. Pupils are well supported by qualified and experienced teachers. These are fairly deployed between the two sites. The school gives good value for money.

Recommendations

In order to improve the school in the areas inspected, the staff and governing body need to:

- R1 continue to develop the roles of all co-ordinators so that all are able, on a planned basis to look at first hand at the quality of teaching and learning in their subjects and the progress of initiatives they are pursuing;
- R2 complete the process of assembling collections of pupils' work in order to indicate the standards expected in each year across the school and have higher expectations of the most able pupils;

Acknowledgement

The inspection team would like to thank the governors, headteacher, staff and pupils for their co-operation and courtesy throughout the inspection.

Contractor

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