

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

**Saundersfoot Primary School  
Frances Lane  
Saundersfoot  
Pembrokeshire  
SA69 9HB**

**School Number: 668 2258**

**Date of Inspection: 7 – 10 March 2005**

**by**

**Mr Glyn Gaskill  
5539**

**Date: 6 May 2005**

**Under Estyn contract number: T/145/04P**

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Saundersfoot 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 Saundersfoot Primary School took place between 7 and 10 March 2005. An independent team of inspectors, led by Glyn Gaskill 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:

- |                |   |
|----------------|---|
| <b>Grade 1</b> | good with outstanding features                          |
| <b>Grade 2</b> | good features and no important shortcomings             |
| <b>Grade 3</b> | good features outweigh shortcomings                     |
| <b>Grade 4</b> | some good features, but shortcomings in important areas |
| <b>Grade 5</b> | 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	Y1	Y2	Y3	Y4	Y5	Y6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The 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

<b>Contents</b>	<b>Page</b>
<b>Context</b>	6
<b>Summary</b>	7
<b>Recommendations</b>	12
<b>Standards</b>	13
Key question 1: How well do learners achieve?	13
<b>The quality of education and training</b>	16
Key question 2: How effective are teaching, training and assessment?	16
Key question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?	17
Key question 4: How well are learners cared for, guided and supported?	19
<b>Leadership and management</b>	21
Key question 5: How effective are leadership and strategic management?	21
Key question 6: How well do leaders and managers evaluate and improve quality and standards?	22
Key question 7: How efficient are leaders and managers in using resources?	23
<b>Standards achieved in subjects and areas of learning</b>	25
Subject 1: Children under five	25
Subject 2: Mathematics	27
Subject 3: Science	28
Subject 4: Design and technology	29
Subject 5: Art	30
Subject 6: Geography	31
<b>Appendices</b>	33
A School's response to the inspection	33
B Basic information about the school	34
C School data and indicators	35
D National Curriculum assessments results	36
E Evidence base of the inspection	38
F Composition and responsibilities of the inspection team	39

## Context

### The nature of the provider

1. The school is situated in the village of Saundersfoot. The school provides for pupils aged 3 to 11 years of age. The number of pupils on roll is 289, eight of whom attend the nursery full-time and 34 part-time. The school is very popular. Some 25 per cent of the pupils live outside the designated catchment area and admissions are controlled by the Pembrokeshire County Council. The socio-economic background of the area is described as above average. Ten per cent of pupils are entitled to free school meals. This is below the all-Wales average of 19 per cent. Most children have attended a playgroup before starting in the nursery. Children enter the nursery in the term immediately following their third birthday. Children start in the nursery with average linguistic and social skills. There is a relatively low number of pupils, some four per cent, with special educational needs including one pupil with a statement of special educational needs. The home language of nearly all pupils is English. No pupils have Welsh as a mother tongue. A very small number of pupils have support in their use of English as an additional language.
2. The school was last inspected in June 1999. The present head teacher was in post at the time of the last inspection. The school has received the *Basic Skills Quality Mark* on three occasions and given *Investor in People* recognition.
3. The school aims to create a supportive atmosphere to enhance the self-esteem and personal development of everyone within the school so that all children achieve their full potential in all aspects of education.

### The school's priorities and targets

4. The school's priorities for continuing improvement include:
  - developments in specific subject areas;
  - assessment, reporting and recording;
  - special educational needs;
  - gifted and talented pupils;
  - self-review;
  - buildings development and
  - home-school links.

## Summary

5. Saundersfoot primary school is a good school which has several outstanding features. The way the school is managed and the care provided for pupils are particular strengths. Good progress has been made since the last inspection. The inspection team agreed with the majority of judgements made by the school.

### Table of grades awarded

6. The inspection team judged the school's work as follows:

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

### Standards

7. Pupils' overall standards of achievement in the lessons observed in the subjects and areas of learning inspected are as follows:

Pupils' standards of achievement	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	33%	54%	13%	0%	0%

8. Pupils' standards of achievement in these lessons are well above the Welsh Assembly Government's targets which are for 95 per cent of standards to be a grade 3 or above and 50 per cent to be grade 2 or above.

### Subjects and Areas of Learning Early Years

9. The overall quality of the educational provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning.

10. The standards of achievement for children under-five are:

<b>Areas of Learning Early Years</b>	<b>Inspection Grade</b>
Language, literacy and communication	Grade 2
Personal and social development	Grade 2
Mathematical development	Grade 2
Knowledge and understanding of the world	Grade 2
Creative development	Grade 2
Physical development	Grade 2

11. In key stage 1 and key stage 2, standards of achievement in the subjects inspected are:

<b>Subject</b>	<b>Key Stage 1</b>	<b>Key Stage 2</b>
Mathematics	Grade 1	Grade 1
Science	Grade 2	Grade 3
Design and technology	Grade 2	Grade 3
Geography	Grade 2	Grade 2
Art	Grade 1	Grade 1

12. Throughout the school, the under fives and pupils in key stage 1 and 2 make good progress and achieve good standards in the key skills of listening, reading, writing, numeracy and using information and communications technology across the curriculum. Pupils listen very attentively to each other and to adults. Speaking skills are good for the under-fives and very good in key stage 1 and key stage 2. These older pupils give very well considered opinions and their involvement in speaking to audiences is outstanding. Pupils make good use of reference books which are selected for them but are not familiar with finding their own sources in a library. Pupils use their writing skills for a variety of purposes. Numeracy skills are used well to present and interpret data and make measurements in science and geography. Pupils use information and communications technology to find information for several subjects, present data and explore concepts such as symmetry.
13. Standards in problem solving are good for the under-fives and in key stage 1. In key stage 2, standards in investigations in science and combining all the skills in design and technology could be higher. Pupils' bilingual development and creativity are very good.
14. At the end of key stage 1, in 2004, pupils' attainment in the National Curriculum assessments for the core subjects of English, mathematics and science at the expected level 2 was very high in comparison with all schools and also schools with a similar free school meals entitlement. At the higher level 3, results in English were above average, mathematics was average and science just below average.
15. At the end of key stage 2, in 2004, pupils' attainment in the National Curriculum assessments for the core subjects of mathematics and science at the expected level 4 was well above average in comparison with all schools

and also schools with a similar free school meals entitlement. Results in English, at level 4, were broadly average in comparison with similar schools, but above the average for all schools. At the higher level 5, results in English and mathematics were well above average and science was average. Over recent years, the trend in National Curriculum assessment results for the core subjects has improved similarly to local schools and always been above average.

16. Pupils have very good attitudes to learning. They are enthusiastic and work hard in all lessons. Pupils are aware of what they need to do to improve their academic and personal development and often help each other sensibly.
17. Pupils have a strong sense of citizenship within the school and the local community. Pupils develop mature attitudes and take on significant responsibilities. The way in which older pupils take care of younger pupils is a great strength of the school.
18. Pupils are very well behaved. The foundations for good behaviour are laid effectively in the early years. Pupils understand what is expected of them and are courteous and considerate to each other, to staff and to visitors.
19. The average rate of attendance for the three terms prior to the inspection was 95 per cent, which is better than the local and national averages. Pupils arrive on time for the start of school and for lessons.

### **The quality of education and training**

20. In the lessons observed, the quality of teaching was judged as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
33%	52%	15%	0%	0%

21. The overall quality of teaching has significantly improved since the last inspection and is much better than the Welsh Assembly Government targets for teaching to be graded 2 or better.
22. Where teaching is particularly effective, teachers have a clear idea of what pupils know and have precise learning objectives supported by appropriate and stimulating activities. Pupils are moved towards these objectives by the use of games, probing questioning, rapid but effective revision of previous work and skilled use of information and communications technology, particularly the interactive-whiteboards. Shortcomings include attempting to do too much in the time available and assessment not being sufficiently used to challenge all abilities.
23. Learning support assistants are well informed and make a very positive contribution to teaching, particularly for the under-fives and for pupils who have special educational needs.

24. The school has developed a good and efficient system for assessing and following pupils' academic progress from the time that they start in school. Pupils respond well to the good and developing opportunities for them to be involved in evaluating their own learning. The school sets individual pupil targets in English and mathematics and is developing these in science. Targets are also set for pupils' personal development. Parents are well informed of these targets. Annual reports to parents are informative and provide information about the 'next steps' pupils' need to make.
25. Overall, the curriculum meets the learning needs of all pupils well and complies with statutory requirements. All pupils have equal access to a broad, balanced and interesting range of learning opportunities. However, in key stage 2, there are shortcomings in the curriculum for science and design and technology. This is because of a fragmented approach to the development of pupils' skills.
26. There is outstanding provision for a very wide and highly varied range of extra-curricular activities. This is made possible by the dedicated, hard work of all staff and members of the community. Pupils' understanding of local and global citizenship, sustainable development and positive attitudes to lifelong learning are promoted very well by these and other activities.
27. The provision for pupils' spiritual, social, moral and cultural development is very good and a strength of the school. The learning experiences for promoting pupils' bilingual skills and an appreciation of the culture of Wales are extremely well embedded in school life.
28. The school promotes pupils' personal, social and health education very effectively. It places a strong emphasis on creating an environment where pupils can develop confidence and self-esteem. Pupils are enthusiastically involved in the many opportunities to take on responsibility.
29. The care, guidance and support provided for pupils is outstanding. Pupils with special educational needs are very well provided for. The school has a very positive partnership with parents and carers. The danger caused by the many vehicles by the entrance to the school at the start and end of the school day continues, despite several attempts by the school to reduce the hazards.

### **Leadership and management**

30. The head teacher provides very good leadership with a drive to ever improve provision and standards with the welfare of the pupils, staff, parents and the wider community at heart. This vision and direction is very well supported by the deputy head teacher who effectively takes on roles of significant responsibility.
31. All staff and governors work towards shared high values and common aims for the benefit of pupils. The quality of life in the school is very good.

32. The school applies itself very well to national priorities such as citizenship and education for sustainable development. Continuing professional development is very well organised and appreciated by staff.
33. The governing body carries out its duties effectively and fulfils its statutory responsibilities very well. Governors have a very good knowledge of the improvements made since the last inspection and a realistic view of the challenges facing the school and priorities for development.
34. There are outstanding arrangements to give teachers management, preparation and marking time. Accommodation is adequate for most classes although a significant number of rooms are cramped for the number of pupils who use them. The school has reduced the impact of the restrictions in accommodation by skilful use of timetables and learning resources.
35. The school has very good systems to gather the views of staff, governors, parents and pupils. These views are used to develop a realistic and clear development plan for the school. The budget is very well managed to fund improvements. The school has made good progress since the last inspection. Overall, the school provides good value for money.

## Recommendations

In order to improve in the areas inspected, the school needs to:

- R1 Raise standards in science in key stage 2 by making fuller use of investigative work.\*
- R2 Raise standards in design and technology in key stage 2 by combining pupils' design and making skills with their knowledge and understanding in order to design and make products.
- R3 Continue to resolve the dangerous situation caused by vehicles at the school entrance at the start and end of the school day.\*

\*The school has identified the issue of investigations in science and the action already taken is having a positive effect. The school has worked very hard at improving safety on the road outside the school but the problem remains.

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 the 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.

<b>Standards</b>
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**Key question 1: How well do learners achieve?**

<b>Grade 2: Good features and no important shortcomings</b>
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36. The findings of the inspection team do not match the judgement of grade 1 made by the school in its self-evaluation report.
37. Pupils' overall standards of achievement in the lessons observed in the subjects and areas of learning inspected are as follows:

<b>Pupils' standards of achievement</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
	33%	54%	13%	0%	0%

38. Pupils' standards of achievement in these lessons are well above the Welsh Assembly Government's targets.
39. The overall quality of the educational provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning. Baseline assessments indicate that, overall, children enter the nursery with average skills.
40. The standards of achievement of children under-five are:

<b>Areas of Learning Early Years</b>	<b>Inspection Grade</b>
Language, literacy and communication	Grade 2
Personal and social development	Grade 2
Mathematical development	Grade 2
Knowledge and understanding of the world	Grade 2
Creative development	Grade 2
Physical development	Grade 2

41. In key stage 1 and key stage 2, standards of achievement in the subjects inspected are:

<b>Subject</b>	<b>Key Stage 1</b>	<b>Key Stage 2</b>
Mathematics	Grade 1	Grade 1
Science	Grade 2	Grade 3
Design and technology	Grade 2	Grade 3
Geography	Grade 2	Grade 2
Art	Grade 1	Grade 1

42. Throughout the school, the under-fives and pupils in key stage 1 and 2 make good progress and achieve good standards in the key skills of listening, reading, writing, numeracy and using information and communications technology across the curriculum. Pupils listen very attentively to each other

and to adults. Speaking skills are good for the under fives and there are outstanding features in key stage 1 and key stage 2. These older pupils give very well considered opinions and their involvement in speaking to audiences is excellent. Pupils make good use of reference books which are selected for them but are not familiar with finding their own sources in a library. Pupils use their writing skills for a variety of purposes. Numeracy skills are used well to present and interpret data and make measurements in science and geography. Pupils successfully use information and communications technology to find information for several subjects, present data and explore concepts such as symmetry.

43. Standards in problem solving are good for the under-fives and in key stage 1 with pupils meeting interesting challenges in mathematics, geography and physical education. In key stage 2, standards in investigations in science and combining all the skills in design and technology could be higher. Considering all pupils come from homes where Welsh is not used and the language of the community is almost exclusively English, pupils' bilingual development is good with outstanding features. Pupils' creativity is very good as shown in their artwork and their stage presentations.
44. At the end of key stage 1, in 2004, pupils' attainment in the National Curriculum assessments for the core subjects of English, mathematics and science at the expected level 2 was very high in comparison with all schools both locally and nationally and also schools with a similar free school meal entitlement. At the higher level 3, results in English were above the local and national averages, mathematics was average and science just above average.
45. At the end of key stage 2, in 2004, pupils' attainment in the National Curriculum assessments for the core subjects of mathematics and science at the expected level 4 was well above average in comparison with all and similar schools, both locally and nationally. Results in English, at level 4, were broadly average in comparison with similar schools, but above the average for all schools. At the higher level 5, results in English and mathematics were well above national averages and science was average. Over recent years, the trend in National Curriculum assessment results for the core subjects has improved similarly to local schools and always been above local average. In both key stages, there is no pattern or differences in the performance of boys and girls and there was no significant difference noted during the inspection.
46. Pupils generally make good progress in acquiring new knowledge, skills and understanding and, with the exception of more able pupils in a minority of subjects, achieve their potential. Pupils with special educational needs make good progress and achieve the targets set for them.
47. Pupils have very good attitudes to learning. They are very keen to work, enthusiastic and try hard in all lessons. They sustain their concentration very well and settle quickly to work making the most of every learning opportunity. Pupils are aware of what they need to do to improve and often help each other sensibly.

48. Pupils have a strong sense of citizenship within the school community and extend this through taking part in studies of the local area and many community events such as the annual New Year's Day swim and the Saundersfoot in Bloom competition. Pupils' awareness of other communities and cultures is very significantly enhanced through links with a school in Lesotho. This also contributes very well to the development of pupils' global citizenship. The way in which pupils respect each other's views and differences in talents and abilities is outstanding.
49. Pupils develop mature attitudes and take significant responsibilities through, amongst other commitments, their involvement in school council and as playground and class prefects. The way in which older pupils take care of younger is an outstanding strength of the school. They are very good role models for their younger friends. The school council plays a significant role in maintaining good relationships. Pupils' understanding of equal opportunities is very effectively developed throughout the school. The school has a calm atmosphere free from any threatening or racial tensions.
50. Pupils are very well behaved. The foundations for good behaviour are laid effectively in the early years. Pupils understand what is expected of them and are courteous and considerate to each other, to staff and to visitors. Pupils know and understand the school and classroom rules and the code of conduct they helped to devise. They know the consequences of misbehaviour and respond well to the reward system. Throughout the day pupils move sensibly around the school. Their behaviour in assemblies is exemplary. Pupils enter the hall quietly and take up their places quickly, sometimes in very confined conditions.
51. The average rate of attendance for the three terms prior to the inspection was 95 per cent which is better than local and national averages. Although the school actively discourages holidays in term time almost all absences are related to holidays. A significant number of pupils arrive early to take advantage of extra-curricular activities that start half-an-hour before school starts. There are very few entries in the late book with no latecomers in the week prior to or during the inspection week. Pupils with perfect attendance are rewarded at the end of each term and at year-end. A significant number of pupils receive certificates.

## The quality of education and training

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

#### Grade 2: Good features and no important shortcomings

52. The findings of the inspection team match the judgements made by the school in its self-evaluation report.
53. In the lessons observed and graded, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
33%	52%	15%	0%	0%

54. The overall quality of teaching across the school is much better than the Welsh Assembly Government targets for 90 per cent of lessons to be a grade 3 or better and 50 per cent to be a grade 2 or better. This is a significant improvement since the last inspection.
55. Across the school, relationships at all levels between adults and pupils are an outstanding feature. This contributes significantly to a calm but often stimulating atmosphere and a positive working ethos in lessons.
56. Staff know the pupils well and through careful planning move pupils' learning forward at a good pace. In the vast majority of cases, staff have an up-to-date understanding of developments and teaching approaches in subjects and areas of learning which they apply effectively.
57. Where teaching is particularly effective, teachers have a clear idea of what pupils know and have precise learning objectives supported by appropriate and stimulating activities. Pupils are moved towards these objectives by the use of games, probing questioning, rapid but effective revision of previous work and skilled use of information and communications technology, particularly the interactive-whiteboards. Shortcomings include attempting to do too much in the time available and assessment not being sufficiently used to challenge pupils of all abilities.
58. Throughout the school, teachers' planning is of good quality. Learning support assistants are well informed and make a very positive contribution to teaching, particularly for the under-fives and for pupils who have special educational needs.
59. The school has developed a good and efficient system for assessing and following pupils' academic and personal progress from the time that they start in school. Results from a comprehensive range of tests and teacher assessments in English, mathematics and science, are analysed carefully. This information is used very effectively in English and mathematics to adapt teachers' planning, to set realistic targets and provide additional support

where needed. Sensibly, the school is reviewing these arrangements in light of changes to national testing in Wales.

60. Teachers have a clear overview of pupils' knowledge and understanding in other subjects of the National Curriculum and areas of learning. There is a tendency to assess pupils' attainment at the end of a significant period of time rather than the shorter term. This limits the opportunity to modify lesson plans where needed, particularly in the development of skills linked to National Curriculum levels of attainment.
61. Pupils respond well to the good and developing opportunities for them to be involved in evaluating their own personal and academic development. The school sets individual pupil targets in English and mathematics and is developing these in science. In information and communications technology, pupils assess their own learning using a well thought out checklist of skills. Pupils value the targets they have for their personal development. Marking is thorough and at its best includes helpful comments, linked to learning objectives, about how pupils can improve or leads to modifications in lesson plans so that pupils make increased progress.
62. The school has an efficient system for recording and reporting pupils' achievements that fully complies with statutory requirements. Annual reports to parents are informative and provide detailed information about the 'next steps' their children need to make. Parents of pupils with special educational needs are provided with additional very good quality information about their children's progress and how they can support their learning. Regular meetings also provide an effective forum where parents can be involved in a dialogue with teachers about their children's progress.

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

<b>Grade 2:</b> Good features and no important shortcomings
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63. The findings of the inspection team match the judgements made by the school in its self-evaluation report.
64. Overall, the curriculum meets the learning needs of all pupils well and complies with statutory requirements. All pupils have equal access to a broad, balanced and interesting range of learning opportunities. However, in key stage 2, there are shortcomings in the curriculum for science and design and technology. This is because of a fragmented approach to the development of pupils' skills. The overall quality of the educational provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning. The curriculum for outside learning for the under fives and the activities children select during the week is developing. The inclusion of key skills across the whole school curriculum is well planned.

65. The provision for extra-curricular activities is outstanding. Pupils have very good access to a very wide and highly varied range of these activities that regularly take place before and after school and at lunchtime. These well attended activities are made possible by the dedicated, hard work of all staff and members of the community. Pupils of all ages are familiar with voting, decision-making and subsequent action through the school council, eco-club and school magazine. This makes a very good contribution to pupils' understanding of local and global citizenship and sustainable development. Links with the Children's University and pupils' involvement in musical and creative activities leads to several pupils earning certificates for the activities they do outside lesson times. These activities promote positive attitudes to support lifelong learning.
66. Visitors, educational visits and residential experiences significantly enhance pupils' awareness of the world of work, strengthen links with the community, significantly promote pupils' social, cultural, sporting and personal development and bring relevance to learning. Visitors from the local community include those involved in the tourism industry, a police liaison officer and an artist and from further afield involve science workshops, theatre and opera groups. Links with local organisations ranges from visits to the parish church to coaching provided by the bowls club. A significant number of adults provide good quality support in classrooms and with practical activities and events that is highly valued by the school and contributes significantly to pupils' learning. The school has very effective links with parents. Homework diaries keep parents well informed about their children's work and are used effectively to establish dialogue between parents and teachers. Regular newsletters and daily informal contact keep parents well informed about school life. The very active Friends of Saundersfoot School (FOSS) organises fundraising and social events that include pupils and provide substantial financial support. The school also benefits from strong links with surrounding playgroups, other schools and colleges of further and higher education. The school is an integral part of the local community.
67. The provision for pupils' spiritual, social, moral and cultural development is very good and a strength of the school. Collective worship forms an important part in developing pupils' inner peace and understanding of moral and world issues such as the effects of deforestation. The high profile given to music, art and collaborative stage performances nurtures pupils spirituality. The school very effectively instils in pupils the difference between right and wrong so that behaviour in the school is very good. Pupils are encouraged to care for the environment and also to help children less fortunate than themselves, for example through the 'shoe box' appeal. Many visitors, visits and participation in Urdd, give pupils a strong awareness of their own cultural heritage and the pupils are developing a good understanding of life in a multicultural society. The learning experiences for promoting pupils' bilingual skills and the Cwricwlwm Cymreig are extremely well embedded in school life.
68. The school promotes pupils' personal, social and health education very effectively. It places a strong emphasis on creating an environment where pupils can develop confidence and self-esteem. Pupils have regular

opportunities to discuss issues and learn how best to deal with making difficult decisions and how to keep safe. Pupils have many opportunities to take responsibility. They know that their opinions count and thus pupils become sensible and responsible young citizens.

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

<b>Grade 1: Good with outstanding features</b>
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69. The findings of the inspection team match the judgements made by the school in its self-evaluation report.
70. Pupils are cared for, guided and supported particularly well in a very happy environment. The school has a very positive ethos, and works hard to make every pupil feel valued and included. This provision is an outstanding feature.
71. The school has a very positive partnership with parents and carers, and takes good account of their views. Parents have very positive views about the school particularly about the standard of education and the care and support their children receive. They value the approachability and friendliness of the head teacher and staff.
72. Communication with parents is very effective. The views of parents are sought through questionnaires and the school responds positively to issues raised. Termly parents' evenings and home/school liaison meetings are well attended.
73. An effective induction programme for the early years is carefully planned and implemented. Parents of children who join the school in key stages one and two confirm that suitable arrangements are made and that children settle very quickly into school. There are well-established transition links with the receiving secondary school which includes specific subject involvement. Provision for pupils' personal and social development is outstanding.
74. The learning needs of those pupils who require additional support, because of their special educational needs, are met very well and is a strength of the school. Prompt, realistic action is taken as pupils needs are identified. This results in pupils having individual education plans which have practical content and are used by staff involved to provide appropriate teaching and evaluate pupils' progress. The school has very good links with external agencies providing medical, behavioural, psychological and disability support. For example, there are several young children with speech problems who benefit from guidance given by a therapist who visits regularly. The therapist discusses pupils' progress and strategies for further development with teachers and the learning support assistants. By these means, staff implement effective procedures to help pupils make good progress. Parents are fully involved in the provision for their children's particular needs. Statements of special educational needs, including disabilities are very well provided for. The special educational needs co-ordinator brings experience

and skill to her role so that requirements of the special educational needs Code of Practice are fully met.

75. The school is developing its program to provide for gifted and talented pupils very well. The few pupils who use English as an additional language are supported very well. The school has a very effective personal and social education policy that permeates all aspects of the curriculum. Circle time and the school council are used effectively to discuss issues and decisions. Policies which cover attendance, behaviour, bullying, racial issues and equal opportunity contain very practical guidance and are followed up with action plans. Aspects of race equality and disability are appropriately included in several policies. The school sets high standards of behaviour based on mutual respect. All adults in the school are very good role models and pupils know what is expected of them. Staff are consistent in applying routines. Circle time and suggestion boxes are used effectively to raise and discuss problems.
76. Pupils are encouraged to support each other, this is strength of the school. Class and playground prefects and the school council promote pupils' self-confidence and harmony. Parents and pupils do not see bullying as an issue and are confident that if it did occur it would be dealt with speedily and effectively.
77. The school organises a wide range of clubs and activities that promote healthy exercise. There are water fountains around the school and pupils enjoy fruit snacks at break times.
78. The management of the health and safety and pupils' welfare is an outstanding procedure within the school. The school provides a safe and secure environment for pupils. However, despite the school's best efforts the safety of pupils at the start and end of the day remains a major concern for staff, parents and governors. There is still only one entrance for vehicles and pedestrian access. Parking space outside the school is very limited and the double parking of vehicles by parents causes congestion and hazardous conditions for pupils and drivers. In addition, parents often increase the danger by allowing their children to get out of vehicles on the side furthest from the pavement, out of reach of the crossing control. Many initiatives that have been tried to improve this situation, such as a walking bus, have been abandoned because of the lack of parental support.
79. The adults in the school are well aware of pupils' particular needs and are very knowledgeable about procedures in the event of accidents and emergencies such as how to help pupils with identified conditions and allergic reactions. Parents are notified of accidents and emergencies and are very appreciative of the care their children receive. There is a very effective policy and well established procedures for child protection with a nominated person and all staff fully aware of their responsibilities.
80. All pupils are encouraged and enabled to take part in all activities provided by the school.

## Leadership and management

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

#### Grade 1: Good with outstanding features

81. The findings of the inspection team match the judgements made by the school in its self-evaluation report.
82. The head teacher provides very good leadership with a drive to ever improve provision and standards with the welfare of the pupils, staff, parents and the wider community at heart. This vision and direction is very well supported by the deputy head teacher who effectively takes on roles of significant responsibility. All staff and governors work towards shared high values and common aims for the benefit of pupils. The school has a very positive sense of purpose, giving all pupils full opportunity to take advantage of what is provided. The quality of life in the school is very good.
83. The school applies itself very well to local partnerships and national priorities. The school and the community benefit from strong links with local organisations, such as the bowling club, Saundersfoot in Bloom and the tourism industry. The school has greatly improved accommodation for the under fives from links with the Early Years Development and Childcare Partnership. Lifelong learning is promoted very well with pupils' increasing knowledge of their own attainment, a full involvement in the many extra-curricular activities provided and taking part in activities which give recognition for their additional work such as the Children's University and local disability access groups. The promotion of local and global citizenship are strengths of the school and education for sustainable development features prominently.
84. Great care is taken with the provision for staff development. There is a well structured system which considers the professional development and personal issues of all staff. Teachers and learning support assistants appreciate the opportunities they have for professional development and pupils' standards benefit as a result. There are examples of dramatic improvement in the quality of teaching since the last inspection where staff were willing to become involved further professional development. Shortcomings in the teaching of science have been slower to respond. The continuing training of newly qualified teachers is well catered for. Target setting is realistic and challenging. The school has been awarded *The Investors in People* award.
85. The governing body carries out its duties effectively and fulfils its statutory responsibly well. Governors have a clear understanding of their roles and responsibilities. Committees have clear terms of reference and are well organised. Governors are kept very well informed by regular reports from the head teacher, occasionally from other members of staff and their own informal and formal visits to school.

86. Governors have a very good knowledge of the improvements made since the last inspection and a realistic view of the challenges facing the school. The governors' annual report to parents, the school brochure and the school development plan are discussed and checked by the governors before publication. The governors take an active role in the strategic management of the school, particularly in managing the budget.

**Key question 6: How well do leaders and managers evaluate and improve quality and standards?**

<b>Grade 1: Good with outstanding features</b>
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87. The findings of the inspection team match the judgements made by the school in its self-evaluation report.
88. The school has a very sophisticated self-evaluation system to gather the views of staff, governors, parents and pupils. There is a well understood cycle of gathering this information which operates in the long term, over five years, but also is reviewed on a termly and annual basis. This information is mainly gathered through co-ordinators' reports, questionnaires and formal meetings. The senior management team prioritise areas for development very logically in a clearly presented school development plan. The areas for development relate directly or indirectly to standards for which the school uses quantified data. A manageable number of the highest priority areas for the whole school are published at the start of each school year for all staff to become involved. This results in effective action being taken. The system is flexible and can respond to unforeseen eventualities.
89. Managers with responsibility for subjects or aspects of the work of the school are kept well informed of performance in the areas for which they are responsible. Their time to do this is sufficient and very well organised. They look at pupils' work on a formal and informal basis, review outcomes of statutory and other assessments and directly observe lessons. In nearly all subjects, standards of attainment have been realistically evaluated. Monitoring of teaching through the school's performance management is rigorous. Good use is made of common systems to identify strengths and weaknesses in each subject area. This information is used well to established priorities in the school development plan.
90. There is a very positive climate of self-evaluation in the school with a very professional acceptance by all staff of the need to improve once areas have been identified. This positive attitude owes much to the systems for staff development and performance management in the school.
91. The self-evaluation report produced by the school before the inspection is concise and very clearly laid out. In five of the seven key questions, the judgements of the school agree with the inspection team.

92. The school has made good progress since the last inspection making improvements in all the key areas and putting most of them right. Despite significant efforts by the school, the issue of safety by the school entrance remains.

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

<b>Grade 1: Good with outstanding features</b>
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93. The findings of the inspection team do not match the judgement of grade 2 made by the school in its self-evaluation report. Both the school and the inspection team recognise there are shortcomings in the accommodation but the inspection team judges that the management of available resources has outstanding features.
94. The school is generously staffed with well qualified teachers. There is a good match between subject expertise and their roles of responsibility. All learning support assistants have appropriate qualifications and are well deployed.
95. There are outstanding arrangements to give teachers management, preparation and marking time. Staff feel they are given sufficient time to carry out their duties. For example, where there is a job share, both staff have allocated time, during the school day, to discuss progress and plan for their class. These arrangements are achieved by very good planning and the use of the specialist teacher for science and design and technology.
96. Accommodation is adequate for most classes although a significant number of rooms are cramped for the number of pupils who use them. This is a result of the school's popularity with more pupils in the school than the design allowed for. Rooms which were originally designated for specialist use, such as art and information and communications technology, are now used as general classrooms. The school has retained two specialist rooms, used for science and design and technology, a decision endorsed in a parental questionnaire.
97. There have been significant improvements to the accommodation for the under fives since the last inspection, particularly with the recent provision of an outdoor learning area. This is having an increasingly positive effect on standards.
98. The school has responded imaginatively to the loss of the specialist art room by creating a studio area. In addition, resources to teach particular aspects of the art curriculum have been set up in this area. These innovations have had a very positive effect on standards in art.
99. To compensate for reduced access to the computer suite, the school has invested in a trolley which contains 16 laptops. This is a very new innovation but early indications are that it is being very successful in raising standards.

100. The school library is little more than a wide corridor and contains a very limited number of books. This prevents all pupils from fully developing their library skills but their book-based research skill are well supported by staff providing books relevant to pupils' studies in the classroom.
101. The use of resources is reviewed annually by subject co-ordinators and, in the main, the school has sufficient resources of good quality to meet the demands of the National Curriculum and areas of learning.
102. The cleaning and general maintenance of the building is very well managed and the running of day-to-day functions is good.
103. Overall, financial control is very good thanks to the effective systems managed by the administrator. A recent auditor's report pointed out minor issues which have been put right. Expenditure is closely linked to the school development plan. Senior management and the governors are kept well informed and they plan the budget and evaluate spending well. The budget is managed very well with any significant surpluses earmarked for specific purposes. Overall, the school provides good value for money.

## Standards achieved in subjects and areas of learning

### Subject 1: CHILDREN UNDER FIVE

**Early Years** – Grade 2: Good features and no important shortcomings

104. The overall quality of the educational provision for the under-fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's learning.

#### Good features

#### Language, literacy and communication

105. In the nursery, children's listening skills are good. Children use simple words and phrases to talk about their news and delight in talking about what they did when they took *Barney Bear* home with them. They are developing their speaking skills well. The children greatly enjoy listening to stories and they like making marks on paper, recognising that words have meaning. Some children are beginning to write their name using recognisable letters.
106. In the reception classes, more able, older children make good attempts to write simple sentences using their knowledge of letter sounds. Other children's knowledge of letter sounds is also good and they make good attempts to write simple words or copy their teacher's writing. Some older children are confident early readers and all children enjoy looking at books. They turn the pages sensibly and tell the story using the picture clues and their knowledge of letter sounds to help them to read some words. All children have well developed listening skills and readily ask questions. They use and respond well to a range of Welsh words and phrases.

#### Personal and social development

107. In the nursery, children are happy and settled because relationships with the staff are warm and supportive. They are beginning to know the routines and enjoy being helper of the week. Staff have high expectations, so that children learn to take turns sensibly and know how to play happily alongside their new friends.
108. In the reception classes, children are confident and enjoy all learning activities. They are polite and well mannered, playing sensibly together most of the time. They respect the equipment they use. They change with minimal help for physical activities, taking responsibility for their own personal hygiene.

#### Mathematical development

109. In the nursery, children make good progress in developing early number skills. All children join in number rhymes and counting games enthusiastically. Older

nursery children sort socks to make pairs and talk about shapes, while some older children continue a sequence using big and little shapes.

110. Most children in the reception classes, through play and well thought out teacher directed activities and support, sort animals into two sets and count up to five objects correctly. Older and more able children are more confident when handling numbers and money. They recognise numbers up to ten and use them to record how many items they have counted. They complete simple addition sums counting on with their fingers and, with support, create simple pictograms about their favourite ways to travel.

### **Knowledge and understanding of the world**

111. Children in the under-five classes learn well because there are many interesting activities. Children use all of their senses and become stimulated to explore the world around them.
112. In the nursery, children are beginning to recognise the difference between night and day through imaginative activities using torches. Stories such as the *Town and Country Mouse* help the children understand where they live. Talking to a visiting police officer helps them to understand that many 'special people' help them.
113. In the reception classes, children enjoy exploring toys that are moved through pushing or pulling and know there are many different ways to travel. They are aware that electricity can be dangerous. Most use the computers sensibly and have a good control of the mouse. They are aware of special occasions in their lives such as baptism and in simple terms know about the festivals of other faith groups.

### **Creative development**

114. A strength in the nursery and reception classes is the quality of children's singing. This is impressive for such young children. Their singing is joyful and expressive and their performance of *Holy Spirit* is very moving.
115. In the nursery, children successfully use bold colours to paint pictures and delight in adding glitter to make twinkling stars. Some children enjoy dressing up in the home corner and revel in the opportunity to bath the dollies.
116. In the reception classes, children successfully mix colours and use different materials in their artwork. They carefully use photographs taken during the visit of the police officer to produce pictures which include good detail, such as painting shoes black. Their self-portraits are bold and show a developing sense of proportion. This is a promising beginning to creative development.

## Physical development

117. In the nursery, children use a range of small toys and equipment with increasing control. They move around the playground with good control and manoeuvre large wheeled toys reasonably well.
118. In the reception classes, children perform movement exercises in the hall sensibly. They are developing a good control of their body movements and try hard to balance on different parts of their bodies. They travel safely in different ways at different speeds. Because they are well supported by the adults who work with them, they are beginning to think carefully about how they might improve their body shapes.

## Shortcomings

119. There are no significant shortcomings.

<b>Subject 2: MATHEMATICS</b>
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**Key Stage 1** – Grade 1: Good with outstanding features

**Key Stage 2** – Grade 1: Good with outstanding features

## Good and outstanding features

120. In both key stages, pupils respond accurately, quickly and with enthusiasm to mental mathematics exercises, particularly when these take the form of competitive games. Pupils throughout the school make good use of appropriate mathematical terms and explain their mathematical reasoning very well. This is an outstanding feature. Pupils' work is neatly laid out consistently and outstandingly, which improves the accuracy and clarity of their calculations. All pupils make good use of information and communications technology in their mathematics, for example in presenting data.
121. The younger pupils in key stage 1 develop good foundations for problem solving, measuring and estimating quantities. Several, more able pupils correctly use a balance to find the mass ['weight'] of objects. The less able pupils sort out objects by increasing mass.
122. By the end of key stage 1, pupils use several different methods to present mathematical information, including data tables and graphs. Many pupils are very quick to understand and produce their own Venn and Carroll diagrams both using objects and formal paper-based presentations. This aspect of their work is outstanding.
123. The younger pupils in key stage 2 correctly name several two-dimensional shapes, and describe their properties, including perimeters. Older pupils in key stage 2 have an outstanding understanding of the measurement of angles.

124. By the end of key stage 2, pupils have a very good understanding of the place value of digits. They correctly carry out the four rules of number, to solve realistic problems, including long division often involving two-digit numbers. In their measurement of quantities, they show a good understanding of metric prefixes, such as 'milli' and 'kilo'. Areas of simple and more complex shapes are correctly calculated by use of formulae. Pupils have a thorough understanding of co-ordinates, relating this work to shape and position. Taken together, these aspects of their work are outstanding.
125. The oldest pupils in key stage 2 apply their mathematics in varied practical contexts and present their data clearly using different formats. They correctly interpret line and bar graphs. The highly able, older pupils are involved in very practical and challenging projects concerning the logistics of organising a school outing and developing a mathematics trail in the school.

### Shortcomings

126. There are no significant shortcomings.

<b>Subject 3: SCIENCE</b>
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**Key Stage 1** – Grade 2: Good features and no important shortcomings

**Key Stage 2** – Grade 3: Good features outweigh shortcomings

### Good features

127. In both key stages, pupils have a good knowledge of physical and biological science. Good use is made in science lessons of pupils' numeracy and literacy skills, particularly speaking, listening and writing.
128. Key stage 1 pupils use their own criteria and make good use of their mathematical skills to sort foods into different groups. They have a good understanding of natural materials and the changes which are made to make them into everyday items. This is done very practically, for instance when they study porridge making. They are familiar with the safe use of electricity and correctly describe how a simple electrical circuit is set up.
129. In year 2, pupils are involved in very good quality, whole class investigation. This is seen at its best when pupils consider the variables which affect the distance travelled by toy cars. Pupils appreciate how to keep most variables the same and only change one to see the effect on the distance travelled. By this 'fair testing' pupils arrive at conclusions firmly based on the collected evidence. Good quality investigative work continues into year 3 where pupils study forces and their effect.
130. In key stage 2, pupils have a good knowledge of technical terms, for example those involved in dissolving solids in liquids. They know about reversible and irreversible changes and give practical examples. They understand the principles of simple, safe electrical circuits and produce accurate circuit

diagrams. The way in which light travels in straight lines is well understood by the way pupils discuss angles in ray diagrams to explain how light is reflected at a flat mirror. They have a clear knowledge that carbon dioxide is produced by chemical means and also by the action of yeast with sugar. They know that plants use carbon dioxide and light in the process of photosynthesis and the main parts of a flowering plant. They have a good understanding of the importance of fair testing.

### **Shortcomings**

131. In the majority of classes in key stage 2, pupils do not carry out their own investigative work by: raising their own question; devising and carrying out a suitable experimental procedure to find the answer; drawing a conclusion which matches the data they collect and making use of their scientific knowledge.
132. In key stage 1, pupils do not sufficiently carry out investigative work in small groups.

<b>Subject 4: DESIGN AND TECHNOLOGY</b>
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**Key Stage 1** – Grade 2: Good features and no important shortcomings

**Key Stage 2** – Grade 3: Good features outweigh shortcomings

### **Good features**

133. Across the school, pupils are familiar with making products which include a wide range of contexts, materials and making techniques. The majority of products pupils make are models with working characteristics but they also work in other aspects, such as food.
134. In key stage 1, pupils produce good designs and make products well, which have a function or meet a need. Pupils carefully consider how well their design or product meets the design brief. They shape materials carefully taking good account of safe working. Pupils make the necessary changes to the product to achieve the desired result.
135. In key stage 2, pupils are skilled in finding relevant information from information and communications technology sources, such as CD-ROMs and the Internet, or printed sources, such as magazines and books. This was done particularly well in a project on harnessing energy. The research they do has a direct influence on the products they make.
136. All key stage 2 classes are taught by one specialist teacher in a room dedicated to the subject. As a result, pupils have a well developed knowledge and understanding of the use of tools, application of techniques and choice of materials. Pupils recognise problems which arise when they make products and devise means to overcome them. Finished work is of a high quality.

## Shortcomings

137. In key stage 2, pupils are not sufficiently combining their design and making skills with their knowledge and understanding to design and make a product. They do not adequately evaluate their completed work against the original design brief.

<b>Subject 5: ART</b>
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**Key Stage 1** – Grade 1: Good with outstanding features

**Key Stage 2** – Grade 1: Good with outstanding features

## Good and outstanding features

138. Throughout the school, one of the outstanding features of pupils' work is their use of colour in painting. Pupils are provided with only the primary colours which they combine very skilfully to produce the particular colour and shade they need. When painting from observation, pupils carefully match colours very closely to the original. Pupils make very good progress in their use of colour, for example, to show different moods by the use of warm and cool colours.
139. Pupils of all ages use the wide range of work displayed in many areas of the school very well to evaluate and reflect critically on their own work and that of others. The high quality and wide range of pupils' work is outstanding.
140. Throughout the school, pupils study the work of established artists connected with Pembrokeshire. For example, pupils in year 1 use charcoal and chalk to produce work influenced by the style of the local artist Jacob Sutton and his study '*Impressions of Saundersfoot Village*'. In other classes, pupils study world famous painters and famed Welsh artists such as Gwen John. Good use is made of sketchbooks.
141. Year 2 pupils explore the textures of a wide range of materials and combine these imaginatively to produce very good quality collages. They develop a very good understanding of shape, line, tone and light through effective pencil work and the use of charcoal when developing self-portraits in the style of Vincent van Gogh. They make use of polystyrene blocks to produce good quality prints.
142. In key stage 2, the youngest pupils are very familiar with different styles of design, quickly recognising Celtic influences. Good use is made of information and communications technology when pupils design symmetrical patterns for stained glass, stimulated by their visit to the local church. Pastels are used effectively when developing a study of daffodils. Clay is used successfully to make jewellery, masks and pots which are professional and colourful.

## Shortcomings

143. There are no significant shortcomings.

<b>Subject 6: GEOGRAPHY</b>
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**Key Stage 1** – Grade 2: Good features and no important shortcomings

**Key Stage 2** – Grade 2: Good features and no important shortcomings

### Good features

144. In key stage 1, pupils successfully identify where they live and discuss the area around their school describing features they like and areas they would like to see improved. Pupils correctly recognise that some foods which they eat, such as a pineapple, comes from other countries. They understand that they cannot grow in this country because of the colder weather conditions.
145. Pupils in key stage 1 locate the main countries in the United Kingdom and know they live in Wales. They record their route to school identifying key landmarks and accurately record man-made and natural features. In year 2, pupils have a developing understanding that life on a Scottish island is different to Saundersfoot.
146. In key stage 2, there is a good progression in the development of pupils' map skills. In year 3, pupils are beginning to use two figure co-ordinates and by year 6, all pupils are confident in the use of four figure co-ordinates when locating positions on maps. They produce their own detailed maps with keys, using ordinance survey symbols well in their work.
147. In year 3, pupils have developed their enquiry skills well and recognise the effects of deforestation on the forest eco-systems and the lives of the local inhabitants.
148. Older pupils have a well developed knowledge and understanding of weather patterns and climatic changes. They use a variety of weather instruments to measure the wind direction and rainfall. Through links with a village community in Lesotho, pupils directly compare and contrast social and environmental issues and to understand the relevance of geography to the wider curriculum.
149. In year 5, pupils have a mature understanding of sustainable development and how human activities impact on the environment, recognising the importance of recycling.
150. In the study of the local river, pupils in year 6 are well aware of the effects of the river on the surrounding land. They identify the source of the river and trace its journey on a map. Their knowledge, use and understanding of key terms, such as confluence, tributary and erosion are impressive.

### **Shortcomings**

151. On occasion, more able pupils are not fully stretched to develop their geographical skills even further.

## Appendix A

### **School's response to the inspection**

The staff and governing body of Saundersfoot School found the recent inspection to be a positive and supportive experience. The judgements and observations made give an accurate view of the school and generally match the school's own priorities for development. All recommendations will be incorporated into the ongoing development processes and addressed in the forthcoming year. In particular we shall work at raising standards in science and in design and technology at key stage 2.

The provision of a loving, caring and supportive atmosphere is pivotal to the ethos at Saundersfoot. It was most encouraging that this was tangible to the inspectorate and recognised as an outstanding feature in their report. Each pupil is of unique value and all are cherished equally. The inspectors acknowledged the positive effect this has on the quality of life in school. High standards of behaviour, mutual respect and the positive links with parents and the community are all praised.

The school was particularly pleased to have their considerable efforts to promote bilingualism acknowledged. This is due to the dedication of the teaching and support staff.

The report recognises the strength of management at all levels and the valuable contribution made by the governing body in the strategic management of the school.

In addition, the inspection recognised the good progress made since the last inspection and this was welcomed by the staff and governors. The continuing difficulty with traffic was acknowledged and also the school's hard work in attempting to resolve the issue. The school will continue to work closely with parents, the Community Council and the LEA to further address this issue.

At Saundersfoot, we are proud of our family atmosphere and of every individual that contributes to the family. This includes the governing body, the school management, the teaching and support staff and most importantly the children. The inspection process has confirmed the validity of our self evaluation strategies and provided an objective assessment of our standards. It has confirmed our strengths and provided a framework for raising standards even further.

## Appendix B

### Basic information about the school

Name of School	Saundersfoot Primary School
School type	Community
Age-range of pupils	3 – 11 years
Address of School	Frances Lane Saundersfoot Pembrokeshire
Post-code	SA69 9HB
Telephone number	01834 812819
Head teacher	Miss Helen Lester
Date of appointment	June 1997
Chair of governors/ Appropriate authority	Canon Michael Butler
Registered inspector	Mr Glyn Gaskill
Dates of inspection	7 – 10 March 2005

## Appendix C

### 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	25	44	23	46	31	31	38	34	272

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	12	3	14

Staffing information	
Pupil : teacher (fte) ratio (excluding nursery and special classes)	19.0
Pupil : adult (fte) ratio in nursery classes	12.5
Pupil : adult (fte) ratio in special classes	
Average class size, excluding nursery and special classes	22.5
Teacher (fte) : class ratio	1.2

Percentage attendance for three complete terms prior to inspection				
Term	R	KS1	KS2	Whole School
Autumn 2004	97.5	94.2	96.1	96.2
Summer 2004	96.6	94.0	92.3	92.7
Spring 2004	97.9	94.1	94.9	94.6

Percentage of pupils entitled to free school meals	10%
Number of pupils excluded during 12 months prior to inspection	0

**Appendix D**

**National Curriculum Assessment Results  
End of Key Stage 1:**

National Curriculum Assessment KS1 Results 2004			Number of pupils in Y2					
			46					
Percentage of pupils at each level								
			D	W	1	2	3	4
English:	Teacher Assessment	School	0	0	0	70	30	0
		National	1	3	13	63	20	0
En: reading	Teacher Assessment	School	0	0	0	53	47	0
		National	0	3	11	63	23	0
En: writing	Teacher Assessment	School	0	0	0	83	17	0
		National	1	5	14	69	11	0
En: speaking and listening	Teacher Assessment	School	0	0	0	70	30	0
		National	1	4	14	55	26	0
Mathematics	Teacher Assessment	School	0	0	0	77	23	0
		National	1	2	10	62	24	0
Science	Teacher Assessment	School	0	0	0	70	30	0
		National	1	2	9	65	23	0

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	100	In Wales	79

- D Pupils who have been disapplied from the statutory arrangements  
 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					29
Percentage of pupils at each level												
			D	A	F	W	1	2	3	4	5	6
English	Teacher Assessment	School	0	0	0	3	0	3	0	53	41	0
		National	0	0	0	0	1	6	16	45	31	0
	Test/Task	School	0	0	0	0	3	0	10	32	55	0
		National	0	2	2	0	0	5	12	38	40	0
Mathematics	Teacher Assessment	School	0	0	0	0	0	0	11	55	34	0
		National	0	0	0	0	0	4	19	46	30	0
	Test/Task	School	0	0	0	0	0	0	3	42	55	0
		National	0	2	1	0	0	4	18	42	33	0
Science	Teacher Assessment	School	0	0	0	0	0	0	3	59	38	0
		National	0	0	0	0	0	2	13	49	35	0
	Test/Task	School	0	0	0	0	0	0	0	49	41	0
		National	0	2	0	0	0	1	9	48	39	0

Percentage of pupils attaining at least level 4 in mathematics, science and English or Welsh (first language)			
By Teacher Assessment		By Test	
In the school	90	In the school	87
In Wales	75	In Wales	71

- D Pupils who are excepted under statutory arrangements from part or all of the National Curriculum
- A Pupils who have failed to register a level because of absence
- F Pupils who have failed to register a level for reasons other than absence
- W Pupils who are working towards level 1

## Appendix E

### **Evidence base of the inspection**

The inspection was carried out by a team of four inspectors who spent a total of 11 inspector-days in school.

#### **Before the inspection:**

- The school produced a self-evaluation report.
- Separate meetings were held with the head teacher, staff, governors and parents.
- Eighty-two questionnaire responses from parents were analysed.
- All documentation made available by the school was examined.
- A pre-inspection commentary outlining preliminary views from the inspection team was shared and discussed with the school.

#### **During the inspection:**

- Pupils were observed at the start of school, at breaktimes and hometime.
- Thirty-three lessons or part lesson were observed covering all classes.
- Inspectors had formal and informal conversation with pupils about school life and listened to several reading.
- Inspectors had formal and informal conversations with staff regarding different aspects of the school.
- Assemblies and registrations were observed.
- Samples of pupils' work were examined.
- Attendance and budget data, pupils' records and other evidence made available by the school was examined.
- The deputy head teacher was the school's nominee and was present when inspectors held meetings.

#### **After the inspection:**

- Findings were shared with the school staff and governing body in separate meetings.
- The school received a near final draft of the report for comment and response before final publication.

**Appendix F**

**Composition and responsibilities of the inspection team**

<b>Team member</b>	<b>Responsibilities</b>
Mr Glyn Gaskill Registered Inspector	Context Summary and Recommendations Contributions to: Key Questions 1 to 7 Mathematics, Science
Mrs Caterina Lewis Lay Inspector	Contributions to: Key Questions 1, 3 and 4
Mrs Julia Coop Team Inspector	Contributions to: Key Questions 1, 2 and 3 Under-fives Geography
Mr Emyr Humphreys Jones Team Inspector	Key Question 7 Design and technology Art

The contractor was:

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B49 5QW

**Acknowledgement**

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

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

**Saundersfoot Primary School  
Frances Lane  
Saundersfoot  
Pembrokeshire  
SA69 9HB**

**Summary for Parents**

**School Number: 668 2258**

**Date of Inspection: 7 – 10 March 2005**

**by**

**Mr Glyn Gaskill  
5539**

**Date: 6 May 2005**

**Under Estyn contract number: T/145/04P**

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### Basic information about the school

Name of School	Saundersfoot Primary School
School type	Community
Age-range of pupils	3 – 11 years
Address of School	Frances Lane Saundersfoot Pembrokeshire
Post-code	SA69 9HB
Telephone number	01834 812819

Head teacher	Miss Helen Lester
Date of appointment	June 1997
Chair of governors/ Appropriate authority	Canon Michael Butler
Registered inspector	Mr Glyn Gaskill
Dates of inspection	7 – 10 March 2005

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	25	44	23	46	31	31	38	34	272

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	12	3	14

### A SUMMARY REPORT FOR PARENTS

Saundersfoot 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 Saundersfoot Primary School took place between 7 and 10 March 2005. An independent team of inspectors, led by Glyn Gaskill 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.

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.

## Summary

Saundersfoot primary school is a good school which has several outstanding features. The way the school is managed and the care provided for pupils are particular strengths. Good progress has been made since the last inspection. The inspection team agreed with the majority of judgements made by the school.

### Table of grades awarded

The inspection team judged the school's work as follows:

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

## Standards

Pupils' overall standards of achievement in the lessons observed in the subjects and areas of learning inspected are as follows:

<b>Pupils' standards of achievement</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
	33%	54%	13%	0%	0%

Pupils' standards of achievement in these lessons are well above the Welsh Assembly Government's targets which are for 95 per cent of standards to be a grade 3 or above and 50 per cent to be grade 2 or above.

## Subjects and Areas of Learning Early Years

The overall quality of the educational provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning.

The standards of achievement for children under-five are:

<b>Areas of Learning Early Years</b>	<b>Inspection Grade</b>
Language, literacy and communication	Grade 2
Personal and social development	Grade 2
Mathematical development	Grade 2
Knowledge and understanding of the world	Grade 2
Creative development	Grade 2
Physical development	Grade 2

In key stage 1 and key stage 2, standards of achievement in the subjects inspected are:

<b>Subject</b>	<b>Key Stage 1</b>	<b>Key Stage 2</b>
Mathematics	Grade 1	Grade 1
Science	Grade 2	Grade 3
Design and technology	Grade 2	Grade 3
Geography	Grade 2	Grade 2
Art	Grade 1	Grade 1

Throughout the school, the under fives and pupils in key stage 1 and 2 make good progress and achieve good standards in the key skills of listening, reading, writing, numeracy and using information and communications technology across the curriculum. Pupils listen very attentively to each other and to adults. Speaking skills are good for the under-fives and very good in key stage 1 and key stage 2. These older pupils give very well considered opinions and their involvement in speaking to audiences is outstanding. Pupils make good use of reference books which are selected for them but are not familiar with finding their own sources in a library. Pupils use their writing skills for a variety of purposes. Numeracy skills are used well to present and interpret data and make measurements in science and geography. Pupils use information and communications technology to find information for several subjects, present data and explore concepts such as symmetry.

Standards in problem solving are good for the under-fives and in key stage 1. In key stage 2, standards in investigations in science and combining all the skills in design and technology could be higher. Pupils' bilingual development and creativity are very good.

At the end of key stage 1, in 2004, pupils' attainment in the National Curriculum assessments for the core subjects of English, mathematics and science at the expected level 2 was very high in comparison with all schools and also schools with a similar free school meals entitlement. At the higher level 3, results in English were above average, mathematics was average and science just below average.

At the end of key stage 2, in 2004, pupils' attainment in the National Curriculum assessments for the core subjects of mathematics and science at the expected level 4 was well above average in comparison with all schools and also schools with a similar free school meals entitlement. Results in English, at level 4, were broadly average in comparison with similar schools, but above the average for all schools. At the higher level 5, results in English and mathematics were well above average and science was average. Over recent years, the trend in National Curriculum assessment results for the core subjects has improved similarly to local schools and always been above average.

Pupils have very good attitudes to learning. They are enthusiastic and work hard in all lessons. Pupils are aware of what they need to do to improve their academic and personal development and often help each other sensibly.

Pupils have a strong sense of citizenship within the school and the local community. Pupils develop mature attitudes and take on significant responsibilities. The way in which older pupils take care of younger pupils is a great strength of the school.

Pupils are very well behaved. The foundations for good behaviour are laid effectively in the early years. Pupils understand what is expected of them and are courteous and considerate to each other, to staff and to visitors.

The average rate of attendance for the three terms prior to the inspection was 95 per cent, which is better than the local and national averages. Pupils arrive on time for the start of school and for lessons.

### **The quality of education and training**

In the lessons observed, the quality of teaching was judged as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
33%	52%	15%	0%	0%

The overall quality of teaching has significantly improved since the last inspection and is much better than the Welsh Assembly Government targets for teaching to be graded 2 or better.

Where teaching is particularly effective, teachers have a clear idea of what pupils know and have precise learning objectives supported by appropriate and stimulating activities. Pupils are moved towards these objectives by the use of games, probing questioning, rapid but effective revision of previous work and skilled use of information and communications technology, particularly the interactive-whiteboards. Shortcomings

include attempting to do too much in the time available and assessment not being sufficiently used to challenge all abilities.

Learning support assistants are well informed and make a very positive contribution to teaching, particularly for the under-fives and for pupils who have special educational needs.

The school has developed a good and efficient system for assessing and following pupils' academic progress from the time that they start in school. Pupils respond well to the good and developing opportunities for them to be involved in evaluating their own learning. The school sets individual pupil targets in English and mathematics and is developing these in science. Targets are also set for pupils' personal development. Parents are well informed of these targets. Annual reports to parents are informative and provide information about the 'next steps' pupils' need to make.

Overall, the curriculum meets the learning needs of all pupils well and complies with statutory requirements. All pupils have equal access to a broad, balanced and interesting range of learning opportunities. However, in key stage 2, there are shortcomings in the curriculum for science and design and technology. This is because of a fragmented approach to the development of pupils' skills.

There is outstanding provision for a very wide and highly varied range of extra-curricular activities. This is made possible by the dedicated, hard work of all staff and members of the community. Pupils' understanding of local and global citizenship, sustainable development and positive attitudes to lifelong learning are promoted very well by these and other activities.

The provision for pupils' spiritual, social, moral and cultural development is very good and a strength of the school. The learning experiences for promoting pupils' bilingual skills and an appreciation of the culture of Wales are extremely well embedded in school life.

The school promotes pupils' personal, social and health education very effectively. It places a strong emphasis on creating an environment where pupils can develop confidence and self-esteem. Pupils are enthusiastically involved in the many opportunities to take on responsibility.

The care, guidance and support provided for pupils is outstanding. Pupils with special educational needs are very well provided for. The school has a very positive partnership with parents and carers. The danger caused by the many vehicles by the entrance to the school at the start and end of the school day continues, despite several attempts by the school to reduce the hazards.

## **Leadership and management**

The head teacher provides very good leadership with a drive to ever improve provision and standards with the welfare of the pupils, staff, parents and the wider community at heart. This vision and direction is very well supported by the deputy head teacher who effectively takes on roles of significant responsibility.

All staff and governors work towards shared high values and common aims for the benefit of pupils. The quality of life in the school is very good.

The school applies itself very well to national priorities such as citizenship and education for sustainable development. Continuing professional development is very well organised and appreciated by staff.

The governing body carries out its duties effectively and fulfils its statutory responsibilities very well. Governors have a very good knowledge of the improvements made since the last inspection and a realistic view of the challenges facing the school and priorities for development.

There are outstanding arrangements to give teachers management, preparation and marking time. Accommodation is adequate for most classes although a significant number of rooms are cramped for the number of pupils who use them. The school has reduced the impact of the restrictions in accommodation by skilful use of timetables and learning resources.

The school has very good systems to gather the views of staff, governors, parents and pupils. These views are used to develop a realistic and clear development plan for the school. The budget is very well managed to fund improvements. The school has made good progress since the last inspection. Overall, the school provides good value for money.

## **Recommendations**

In order to improve in the areas inspected, the school needs to:

- R1 Raise standards in science in key stage 2 by making fuller use of investigative work.\*
- R2 Raise standards in design and technology in key stage 2 by combining pupils' design and making skills with their knowledge and understanding in order to design and make products.
- R3 Continue to resolve the dangerous situation caused by vehicles at the school entrance at the start and end of the school day.\*

\*The school has identified the issue of investigations in science and the action already taken is having a positive effect. The school has worked very hard at improving safety on the road outside the school but the problem remains.

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 the 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.

## **Acknowledgement**

**The inspection team would like to thank the governors, head teacher, staff, pupils and parents for all their co-operation and courtesy throughout the inspection.**