

**Inspection under Section 28 of the
Education Act 2005**

**Puncheston CP School
Puncheston
Haverfordwest
Pembrokeshire
SA62 5RL**

School Number: 6682250

Date of Inspection: 16 January 2007

by

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Puncheston CP School was inspected as part of a national programme of school inspection. The purpose of inspection 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 information about the performance of their child's school.

The inspection of Puncheston CP School took place between 16/01/07 and 17/01/07. An independent team of inspectors, led by Jeffrey Harries 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

There are three types of inspection.

For **all** inspections, there is a written report on seven key questions.

For **short** inspections, there are no subject reports.

For **standard** inspections, there are also reports on six subjects.

For **full** inspections, there are also reports on all subjects.

Estyn decides the kind of inspection that a school receives, mainly on the basis of its past performance. Most schools receive a standard inspection. All nursery schools, special schools, pupil referral units and any new or amalgamated schools receive a full inspection.

This school received a **short** inspection.

Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and LEAs.

The term 'Reception' (R) refers to the year group of pupils in a primary school who reach the age of 5 during the academic year. Year 1 refers to the year group of pupils who reach the age of 6 during the academic year and so on. Year 13 is the year group of students who reach the age of 18 during the academic year.

Primary phase:

Year	R	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

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Context

The nature of the provider

1. Puncheston CP School provides a Welsh medium education for pupils between 4 – 11 years old. The school serves the village and the neighbouring villages, such as Little Newcastle, Ambleston, Wallis, Woodstock, Walton East, Trecwn and Tufton. The present school was built in 1953 on the outskirts of the village, near to the Preseli mountains. According to the school the area is neither advantaged nor economically disadvantaged. The vast majority of pupils have received pre-school education in a Welsh medium voluntary nursery group (*Mudiad Ysgolion Meithrin*) which is located on the school site. All pupils are of white ethnicity and include the full range of ability. Twelve per cent of pupils are entitled to free school meals, a figure that is lower than the average for Wales of 18.4%, and the Local Education Authority's (LEA) average of 16.9%
2. At the time of the inspection, 64 pupils were on roll, a figure that has increased from 49 since the last inspection. Pupils are taught in four mixed aged classes. About 20% of pupils have special education needs (SEN) including one pupil who has a statement of SEN. About 7% come from Welsh speaking homes; the remainder speak English at home. The school states that about 60% of pupils speak Welsh as a first language or to a corresponding level. Pupils' entry to the reception class is managed and administered by the LEA.

The school's priorities and targets

3. The school's aims include:
 - maintaining and promoting a Welsh ethos and developing pupils to be fully bilingual;
 - foster the full development of the child and promote self-discipline that will result in developing moral values and caring for others;
 - plan and present a wide course of studies to enable every child to develop basic skills;
 - encourage pupils to play a full part in society;
 - promote respect towards and appreciate other people.
4. The school's main priorities and targets for 2006-2007 are to:
 - raise oral standards in Welsh;
 - further develop mental arithmetic skills;
 - add to the school's website;
 - develop links with industry;
 - implement a programme of monitoring and evaluating work in classes, and
 - improve school resources.
5. The school was last inspected in 2001. During the inspection, there was one temporary teacher teaching at the school.

Summary

6. Puncheston CP School provides a happy and caring environment and has continued to improve since the last inspection with standards of achievement judged to be good by the end of Key Stage (KS) 2. It is managed by a supportive governing body. The headteacher and staff work conscientiously to ensure the clear values of the school. The inspection team agreed with the school's view in each of the seven key questions. Pupils' personal, social and learning development, their creative skills and the rich learning experiences are outstanding features.

Table of grades awarded

7. The inspection team judged the work of the school as follows:

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?	1
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

8. The overall quality of the educational provision for children under five is appropriate to their needs, and the children make good progress towards the Desirable Outcomes for Children's Learning.
9. Pupils with SEN make appropriate progress, and they achieve the targets set for them.
10. Children's key skills are developed well in the early years. They listen well to the teacher and the classroom assistant. Their Welsh speaking skills are developing well and they make good use of their early skills in reading, writing, numeracy and information communication technology (ICT) to promote learning. The development of their creative skills is outstanding.
11. In KS1, pupils' personal, social and learning development is good. Pupils' use of their numeracy and ICT skills across the curriculum are good. Their writing skills across the curriculum have not sufficiently developed together with their problem-solving skills in mathematics. Their creative skills are outstanding.
12. In KS2, pupils' personal, social and learning development is good with outstanding aspects. In Welsh and English, their reading skills are good. They

speak well across the curriculum in both languages but not everyone always has the confidence to speak correctly in Welsh. Their writing skills across the curriculum are not sufficiently developed. They make good use of ICT to promote learning. They use their numeracy skills well across the curriculum; their creative skills are outstanding. The bilingual skills of pupils in KS2 are good.

13. At the end of KS1 in 2006, pupils' standards of attainment according to teacher assessment in the National Curriculum (NC) core subjects were similar in Welsh, lower in science and substantially lower in mathematics in comparison with local and national averages. No pupil attained level three. In comparison to schools in Wales, the school's performance was in the lowest 25% of schools. During the inspection, the findings of the inspection team were judged to be higher than the above results.
14. At the end of KS2 in 2006, pupils' standards of attainment according to teacher assessment in NC core subjects were substantially higher than local and national averages in science, higher in English and mathematics and substantially lower in Welsh. In comparison with schools in Wales, the school performance was in the top 50% and below the 25% that performed best. Every pupil attained level 4 in English, mathematics and science in 2004 and 2005 placing the school in the 25% that performed best.
15. In 2006, the performance of girls was higher than the performance of boys in KS1 and to the contrary in KS2.
16. Pupils' behaviour and attitudes in the classrooms and around the school are praiseworthy and an outstanding feature.
17. Attendance levels are good. The average for the three terms prior to the inspection was 95.4%. There is a strong tradition of high levels of attendance in the school. All pupils attend school regularly and the vast majority arrive punctually at the start of the school day. Registers are kept neatly and correctly and registration procedures meet statutory requirements.
18. There is an outstanding partnership between the school and its community. Pupils develop a strong feeling of citizenship and they extend this through participating in a variety of community events and through visits by members of the community.

The quality of education and training

19. The quality of teaching in the areas of learning inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
20%	70%	10%	0%	0%

20. The quality of teaching is a strength of the school and an important element in the progress pupils make and the standards achieved. The good or better teaching is substantially higher than the average noted in Her Majesty's Chief Inspector's report for 2004-5. Good features were observed in teaching in all classes.

21. Teachers are role models of a high standard and they have a very good relationship with pupils. Teachers have a good knowledge of the subjects they teach and effective use is made of their specialism.
22. There are specific aims to individual lessons but they are not always shared with pupils. The focus on differentiated work for pupils of different abilities is not sufficiently detailed in teachers' short-term plans.
23. In the lessons judged as grade 1, outstanding features include:
 - subject specialism;
 - high expectations;
 - very good skills and strategies for attaining and maintaining pupils' interest;
 - the richness of the learning experiences;
 - very effective organisation and management of different activities; and
 - a high standard of plenary sessions.
24. In the small percentage of lessons judged as grade 3, shortcomings include:
 - less effective use of resources;
 - incorrect oral answers not being corrected;
 - unsuitable questions for some pupils; and
 - activities not being sufficiently suitable for developing key skills.
25. Good features outweigh shortcomings in relation to assessment. The quality of the baseline assessment for children under five is effective. The procedures for assessing and recording the progress of pupils with SEN are good. In KS1 and KS2, assessment opportunities are not identified in teachers' short-term schemes and current assessment evidence does not contribute to further planning in a detailed enough way. Appropriate oral feedback is given to pupils during lessons. Despite this, marking is inconsistent and very often, does not identify a way forward for pupils. The annual reports to parents meet statutory requirements.
26. The curriculum conforms to statutory requirements and equal access is provided to a broad, balanced and rich curriculum that is relevant to the needs of pupils of all abilities. The general quality and nature of the curriculum delivered is an outstanding feature.
27. The provision for children under five is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning. The school meets learners' aspirations very well in KS1 and KS2.
28. The careful long and medium term planning of the co-ordinators ensure appropriate breadth, progression and continuity. There are many learning experiences that allow pupils to develop a range of skills involving independent learning. The opportunities for pupils to work together in pairs and groups are an important element of the provision.
29. The provision and opportunities for developing pupils' creative skills especially in relation to art is an outstanding feature of the curriculum. There is an

appropriate provision for promoting problem-solving skills in KS2; it is not as good in KS1, mainly in mathematics.

30. There is a very strong Welsh ethos throughout the school. The emphasis placed on the provision to promote bilingual skills is successful. The school puts great emphasis on Welsh culture and the heritage of Wales. These elements of the provision are outstanding features. As well as this, there are very good procedures and effective curricular opportunities to promote pupils' knowledge and understanding of other cultures through their work in religious education, geography and the relationship promoted with a school in Lesotho.
31. There is a good standard to the extra-curricular provision especially in relation to the Urdd movement. Overall, the provision for homework is appropriate.
32. Whole-school collective worship corresponds fully to statutory requirements. Pupils' spiritual development is effectively promoted and they receive a good standard of experiences. There is a successful emphasis on ensuring that pupils are courteous to each other and with staff and visitors.
33. The school benefits from a wide range of very strong links with the area. The school's partnership with parents, the local community and the secondary schools that receive pupils, is good with outstanding features. Parents are very well informed of developments in the school and the vast majority have signed the home/school agreement.
34. The school has very strong procedures for promoting equal access and opportunity. Pupils, despite their social background, sex or ethnicity, are positively involved in all school activities. The school teaches the pupils to be proud of their school and local community and to show respect to each other.
35. Pupils receive good care and support in a happy familial environment. All staff know their pupils very well and the school provides a very high level of personal support and guidance to individual pupils. Pupils feel that there is a welcome for them to contact teachers at any time if they do not fully understand any aspect of their work.
36. Although pupils receive many appropriate experiences in relation to their personal and social development, the policy is not sufficiently comprehensive and there are gaps in the scheme of work in relation to reflecting the Qualifications, Curriculum and Assessment Authority for Wales (ACCAC) framework guidelines. The school has suitable induction programmes that help learners settle in quickly. The school has clear policies and procedures in the areas of health and safety and child protection.
37. The provision for pupils with SEN is good. There are effective procedures to identify pupils' needs early and good use is made of teacher's specialism and a range of tests and assessments. All pupils with SEN have individual education plans (IEPs). They contain appropriate and specific targets in language but they do not sufficiently meet pupils' needs in numeracy.

Leadership and management

38. The quality of leadership shown by the headteacher is very good. He leads energetically, and by example, offers a clear direction and feeling of purpose to the school. He is ably supported by the teachers and support staff. The school's ethos supports a good quality of life that is reflected in the confidence, trust and

co-operation between staff, pupils, governors, parents and the wider community.

39. An insufficiently detailed analysis is made of performance data, and benchmark data is not used to compare the school with other schools. Whole-school quantitative targets are set but are not known to all.
40. In judging success and evaluating its own performance, the school uses a good range of strategies. The effective system of evaluating staff promotes the continuous professional development of teachers.
41. Governors undertake their duties conscientiously; they have a good awareness of their responsibilities and are very supportive of the school. While governors are involved in setting the strategic direction of the school, their role in monitoring the quality of provision is not developed as well.
42. Governors have a good overview of the budget and they supervise expenditure well. Decisions on expenditure are closely linked to the priorities identified in the school development plan (SDP) and governors make every effort to secure the best value for money. The school prospectus meets statutory requirements and although the governors' annual report to parents is full of information, there are minor omissions.
43. The headteacher and staff are committed to raising standards. All staff are involved in the self-evaluation process, with the views of governors, parents and learners taken into account.
44. The role of the curriculum co-ordinators with respect to monitoring and evaluating are good. Teachers share the outcomes of the evaluation but the recommendations are not always included in the SDP.
45. The SDP is a detailed plan for 2006-2007 that sets out the school's general priorities with identified timetables, success criteria and agreed costs. However, there is not an outline of the matters to receive attention over the longer term.
46. An insufficiently detailed analysis is made of a developing range of assessment results and SATs results at the end of KS1 and KS2. Insufficient use is made of the analysis to identify strengths and weaknesses.
47. Performance management procedures have a good effect on staff development. They contribute effectively to identifying the professional needs of all staff.
48. The self-evaluation report produced by the school before the inspection is comprehensive. The inspection team agrees with the school's identification of its strengths and weaknesses for improvement and with the judgements made by the school in all of the seven key questions.
49. Overall, the school has made good progress since the last inspection with respect to addressing the identified key issues.
50. The school has a very good supply of teaching staff to deliver the curriculum. Teachers have appropriate qualifications and a wide range of specialisms which are used effectively throughout the school. Teachers collaborate effectively as a team to share information. The planning for delegating responsibilities is good and the job description that everyone has gives a clear outline of their responsibilities.

51. The school invests in a very good supply of support staff that are enthusiastic and collaborate well with teachers.
52. The building is in good condition with spacious teaching areas. Despite this, the condition of the roof causes dampness on many walls inside the school. Very effective use is made of the corridors to display pupils' work. The art gallery is an invaluable resource and provides a motivating environment for learning and developing pupils' creative skills.
53. There is a satisfactory supply of computers but inconsistent use is made of them in each class. Better use is made of the interactive whiteboards to support teaching and learning. Effective use is made of the outside resources but there is no suitable outdoor facility for children under five to be able to develop their physical skills. The caretaker and her colleague work hard to keep the school clean and tidy.
54. The school has adopted effective procedures for managing time for planning, preparation and assessment (PPA) in line with statutory requirements.
55. The headteacher together with the part-time school support officer ensure that the school works effectively on a day-to-day basis. The school provides good value for money.

Recommendations

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

- A1 further develop writing skills across the curriculum in KS1 and KS2 and problem-solving skills in mathematics in KS1;
- A2 further develop assessment procedures;
- A3 develop a comprehensive personal and social education scheme;
- A4 create a suitable outdoor facility for the physical development of children under five; and
- A5 ensure that the governing body's annual report conforms fully with statutory requirements.

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.

Standards

Key Question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings

56. The findings of the inspection team match the judgement expressed in the school's self-evaluation report.
57. The overall quality of the educational provision for children under five is appropriate for their needs, and children make good progress towards the Desirable Outcomes for Children's Learning.
58. Pupils with SEN make appropriate progress, and they achieve the targets set for them.
59. Children's key skills are developed well in the early years. From an early age, they listen well to the teacher and classroom assistant. Their Welsh speaking skills are developing well and they make good use of their early skills in reading, writing, numeracy and ICT to promote learning. The development of their creative skills is outstanding.
60. In KS1, pupils' personal, social and learning development is good. They listen attentively, taking an interest in their work and concentrate for an extended length of time. They work well independently and in groups. Their skills in speaking and reading are good. In lessons, pupils think carefully and express themselves confidently and clearly. Pupils' use of their numeracy and ICT skills across the curriculum is good. Their writing skills across the curriculum have not developed sufficiently together with their problem-solving skill in mathematics. Their creative skills are outstanding, mainly in art.
61. In KS2, pupils build on the skills developed in KS1. Pupils' personal, social and learning development is good with outstanding aspects. Their attitude towards learning is very good together with their ability to concentrate for an extended amount of time. In Welsh and English, their reading skills are good. They speak well in both languages but all pupils do not always have the confidence to speak correctly in Welsh. Their writing skills across the curriculum have not developed sufficiently. They make good use of ICT to promote learning. Numeracy skills are used well across the curriculum and are evident in science, history and geography. Their creative skills are outstanding. In art, they use their imagination skilfully to complete work of an outstanding standard and in gymnastic activities, they exercise, refine and repeat a sequence of activities by moving gracefully.
62. The bilingual skills of pupils in KS2 are good. At the upper end of the key stage, in speaking and listening, pupils make good use of details in one language to convey the essence of meaning in another language.
63. At the upper end of KS1, in 2006, pupils' standards of attainment according to teacher assessment in NC core subjects were similar in Welsh, lower in science and substantially lower in mathematics in comparison with local and national averages. No pupil attained level 3. In comparison with schools in Wales, the school's performance was in the lowest 25% of schools. During the inspection, the findings of the inspection team were higher than the above results.

64. At the upper end of KS2, in 2006, pupils' standards of attainment according to teacher assessment in NC core subjects were substantially higher than local and national averages in science, higher in English and mathematics and substantially lower in Welsh. In comparison with schools in Wales, the school's performance is in the top 50% and below the 25% that perform best. Every pupil attained level 4 in English, mathematics and science in 2004 and 2005 placing the school in the top 25%.
65. In 2006, the performance of girls was higher than the performance of boys in KS1 and to the contrary in KS2.
66. Pupils' behaviour and attitudes in the classrooms and around the school is praiseworthy and an outstanding feature. They are courteous, very polite and display a high level of self-discipline, respect and courtesy to each other, staff and visitors to the school. This has a positive impact on the teaching and life of the school in general. There has been no case of exclusion during the last year but there are sound procedures in place if need be.
67. Attendance levels are good. The average for the three terms prior to the inspection was 95.4%. There is a strong tradition of high levels of attendance in the school. All pupils attend school regularly and the vast majority arrive punctually at the start of the school day. A very small percentage of parents take their children on holiday during term time. Registers are kept neatly and correctly and registration procedures meet statutory requirements.
68. Pupils have a good awareness of equal opportunity issues. They show respect to adults and peers, whatever their background, and they develop a good understanding of the need to accept and value diversity within society. This is well enriched by school activities.
69. There is an outstanding partnership between the school and its community. Pupils develop a strong sense of citizenship and they extend this through participating in a variety of community events and through visits by members of the community to speak and work with pupils. They are well-prepared for effective participation in the workplace and the community.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

70. The findings of the inspection team match the judgement expressed in the school's self-evaluation report.
71. In the lessons observed, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
20%	70%	10%	0%	0%

72. The quality of teaching is a strength of the school and an important element in the progress pupils make and the standards achieved. The figure of 90% for teaching being good or better is substantially higher than the average noted in Her Majesty's Chief Inspector's report for 2004-5. Nationally, the quality of

teaching is good or better in 79% of lessons. Good features were observed in teaching in all classes.

73. Teachers are role models of a high standard and they have a very good relationship with pupils. Pupils are aware of their expectations with respect to work and behaviour. Good work is praised and the system of celebrating effort and attitude towards work is popular with pupils and makes an important contribution to their development.
74. Teachers have good knowledge of the subjects they teach, of NC requirements and of recent developments. They are very good language models for the pupils to emulate, and this has a positive impact on pupils' development in Welsh. Teachers' skills in promoting pupils' bilingual skills in KS2 are effective.
75. Very effective use is made of a specialist in physical education as well as the SEN teacher. A substantial contribution is made by classroom assistants, especially to those pupils who need additional support. The close relationship between staff and pupils ensure equal opportunities for each pupil.
76. There are specific objectives to each lesson but they are not always shared with pupils at the beginning of lessons. In addition, the focus on differentiated work for pupils of different abilities is not sufficiently detailed in teachers' short-term plans.
77. The structure and organisations of lessons are good and they develop at an appropriate pace. An appropriate range of teaching strategies are used. Good use is made of resources, including interactive whiteboards to support teaching and learning. There are effective plenary sessions to reinforce new learning.
78. Good use is made of questioning and teachers intervene effectively when pupils need to complete their tasks.
79. In the lessons judged as grade 1, outstanding features include:
 - subject specialism;
 - high expectations;
 - very high skills and strategies for attaining and maintaining pupils' interest;
 - the richness of learning experiences;
 - very effective organisation and management of different activities; and
 - a high standard of plenary sessions.
80. In the small percentage of lessons judged as grade 3, shortcomings include:
 - less effective use of resources;
 - incorrect oral answers not being corrected;
 - unsuitable questions for some pupils; and
 - activities not being sufficiently suitable for developing skills.
81. Good features outweigh shortcomings in relation to assessment. There is an appropriate policy and the quality of baseline assessment for children under five is effective. Good use is made of the evidence collected.

82. Appropriate use is made of a range of evidence of standard assessments in language and mathematics in KS1 and KS2 in order to set targets and identify strengths and elements to be developed. There is a tracking document for monitoring pupils' development in these subjects.
83. Work in all subjects is assessed once a term and, in addition, teachers keep informal records of pupils' development.
84. The procedures for assessing and recording the progress of pupils with SEN are good.
85. There is a portfolio of levelled work for each subject with some prepared jointly with local schools. This strengthens the knowledge and consistency of levelling work by teachers. There is an individual file for each pupil that includes a range of evidence involving different subjects but this work has not been levelled.
86. Assessment opportunities are not identified in teachers' short-term plans and the current assessment evidence does not contribute to further planning in sufficient detail.
87. Appropriate oral feedback is given to pupils during lessons. Despite this, marking is inconsistent and very often, does not identify a way forward for pupils.
88. Individual targets are set for pupils weekly and termly, however, the process of pupils setting targets and evaluating their own progress is in its early stages.
89. Annual reports to parents meet statutory requirements. They outline pupils' skills and achievements in each subject and these are of a good standard, especially in the core subjects. However, the method of setting specific targets in relation to pupils' further development is very inconsistent.
90. The school has an open door policy and informal opportunities for parents to come to discuss their children's progress and achievements. In addition, there is a formal meeting at the end of every school year for this.

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

Grade 1: Good with outstanding features
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91. The findings of the inspection team match the judgement expressed in the school's self-evaluation report.
92. The curriculum conforms to statutory requirements and equal access is provided to a broad, balanced and rich curriculum that is relevant to the needs of pupils of all abilities. The general quality and nature of the curriculum delivered is an outstanding feature.
93. The provision for children under five is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning. The school meets learners' aspirations very well in KS1 and KS2. Through the curriculum, pupils' knowledge and understanding is well-developed.
94. The careful long and medium term planning of the co-ordinators ensure appropriate breadth, progression and continuity. Although key skills are

addressed in individual lesson plans, the focus on their development is not sufficiently specific.

95. There are many learning experiences that allow pupils to develop a range of skills involving independent learning. Opportunities for pupils to collaborate in pairs and groups is an important element of the provision.
96. The provision and opportunities for developing pupils' creative skills especially in relation to art is an outstanding feature of the curriculum. There is appropriate provision for promoting problem-solving skills in KS2; it is not as good in KS1, mainly in mathematics.
97. There is a very strong Welsh ethos throughout the school. The emphasis placed on the provision to promote bilingual skills is successful. The school puts great emphasis on Welsh culture and the heritage of Wales. These elements of the provision are outstanding features.
98. There are very good procedures and effective curricular opportunities to promote pupils' knowledge and understanding of other cultures through their work in religious education, geography and the relationship promoted with a school in Lesotho.
99. There is a good standard to the provision outside the normal school hours especially in relation to the Urdd movement. Overall, the provision for homework is appropriate.
100. The school has succeeded over the years to organise a rich year round programme to reinforce activities and enrich pupils' education. Many purposeful visits are organised for each class to many places in the community and further afield especially to locations connected to their scientific, historical, geographical and religious studies. Visitors, including the clergy, artists, musicians, poets and contemporary authors of Wales play an important part. These experiences are outstanding features. As well as this, pupils regularly attend residential courses and participate in competitive events.
101. Whole-school collective worship fully corresponds to statutory requirements. Pupils' spiritual development is promoted effectively and they have a good standard of experiences. They have opportunities to participate and to reflect on themes at assembly. The experiences received in religious education also contribute well to their spiritual development as well as a range of experiences across the curriculum to fire their imagination.
102. Procedures for pupils' moral and social development are good. There is a successful emphasis on ensuring that pupils are courteous to each other and with staff and visitors. Healthy attitudes towards education are nurtured. There are good opportunities for very effective collaboration within groups and within classes. Older pupils receive responsibilities to care for younger children and to be responsible for the fruit shop.
103. The school benefits from a range of very strong links with the area. The school's partnership with parents, the local community and the secondary schools that receive pupils are good with outstanding features. Parents are very well informed of developments in the school through regular correspondence, open evenings and personal interviews with members of staff. They are very supportive of the school through giving practical support and, together with the

community, raising substantial amounts of money for the school and charities. The vast majority of parents have signed the home/school agreement.

104. The school has very good links with the nursery school and nursery children are included in school activities. The school collaborates closely in a cluster of neighbouring primary schools. There are sound procedures for transferring to the secondary school with pupils expressing that they are very happy with the arrangements. The school is not in partnership with an initial teacher training establishment but has a very good link with a college that assists the school with its website.
105. The school provides effective experiences with the world of work through visits to shops and businesses in the area and further afield together with visitors to the school. There are good examples of support from a number of local businesses through the sponsorship they give to the school. Teachers have not received formal placements in the workplace.
106. The school has very strong procedures for promoting equal access and opportunity. Pupils, despite their social background, sex or ethnicity, are included positively in all school activities. No evidence of stereotyping was seen during the inspection. The school teaches the pupils to be proud of their school and their local community and to show respect to each other.
107. The school is not yet a part of the eco-schools initiative but it promotes pupils' awareness of sustainable development well through purposeful visits, visits to the school and activities such as composting and recycling. The school is a part of the healthy schools initiative.
108. Year 6 pupils' enterprise skills are promoted through their work on the school council but this area is underdeveloped in the rest of the school.
109. The school's provision takes good account of priorities and national initiatives, such as in relation to equality, addressing social deprivation, diversity and disability.

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

Grade 2: Good features and no important shortcomings

110. The findings of the inspection team match the judgement expressed in the school's self-evaluation report.
111. Pupils receive good care and support in a happy familial environment. All staff know their pupils very well and the school provides a very high level of personal support and guidance to individual pupils. Effort and success is celebrated effectively and pupils of all ability are involved well in the life and work of the school.
112. Pupils feel that there is a welcome for them to contact teachers at any time if they do not fully understand any aspect of their work. This has a very positive effect on pupils' attitudes to work and is one of the school's strengths. Effective use is made of the support services' specialism when needed.
113. The nature of the school's relationship with parents and carers contribute substantially to the quality of the support and guidance offered to pupils.

114. Although pupils receive many appropriate experiences in relation to their personal and social development, the policy is not sufficiently comprehensive and there are omissions in the scheme of work in relation to reflecting the ACCAC framework guidelines.
115. The school has suitable induction programmes that help learners settle in quickly. The arrangements for ensuring that late entrants to the school settle in are also good, with pupils attending the language centre in Ysgol Bro Gwaun. Pupils express their satisfaction with this arrangement.
116. There are sound procedures for monitoring pupils' punctuality, attendance and behaviour, with policies in place. The school has effective arrangements in order to ensure that bad behaviour does not impair pupils' progress. The school has exceeded its attendance target of 95% and is aiming to maintain and improve on this in the future.
117. The school has clear policies and procedures in the areas of health and safety, and child protection. Pupils are well supervised during play times, lunch times and in leaving the school at the end of the day. Fire drills are held every half term and the school carries out a risk assessment before taking pupils on visits. Two members of staff have current first aid qualifications. There are appropriate arrangements to care for pupils who are unwell, and for recording accidents.
118. There is an effective policy and sound procedures for child protection, and all staff are aware of these.
119. The provision for pupils with SEN is good. There is a clear and relevant policy that has been reviewed relatively recently. The special needs teacher provides a high standard of leadership in relation to staff training as well as supervising provision and teaching. She is supported effectively by the temporary co-ordinator. Both ensure that provision corresponds to statutory requirements and that appropriate learning procedures are in place. A key part is played by four learning assistants who have received appropriate training. They offer good support within the class to individuals and groups, and sometimes they withdraw them for specific tasks.
120. The increase in the number of assistants following a review is beginning to have a positive effect on provision. All staff collaborate well and the school has adopted good links with a number of external agencies. All pupils with SEN have IEPs. They contain appropriate and specific targets in language but they do not sufficiently meet pupils' needs in numeracy. Targets are reviewed regularly and opportunities are given to parents to discuss their children's progress.
121. The school has effective strategies to ensure that bad behaviour does not impair pupils' progress. There are clear policies and strategies for promoting a high standard of behaviour. There is a good policy and procedures for preventing bullying.
122. The school has a good policy and procedures for promoting equal opportunity. There is an appropriate policy and action plan for promoting race equality and the focus on diversity is highlighted in the curriculum, where the importance of respect and tolerance are emphasised.

123. The school council was formed relatively recently and pupils are beginning to shoulder responsibilities and to learn about the principles of democracy.
124. The arrangements for access to disabled pupils and adults are appropriate for the school's present needs.

Leadership and management

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

Grade 2: Good features and no important shortcomings

125. The findings of the inspection team match the judgement expressed in the school's self-evaluation report.
126. The quality of leadership shown by the headteacher is very good. He leads dynamically, and by example, offers a clear sense of direction and purpose. He is ably supported by the teachers and support staff. The school's ethos supports a good quality of life, that is reflected in the confidence, trust and co-operation between staff, pupils, governors, parents and the wider community.
127. The school considers national priorities well, for example, it has developed many initiatives to develop pupils' understanding of sustainable development and global citizenship. There are good links with other education providers.
128. Benchmark information is not used to compare school performance with other schools. Whole-school quantitative targets are set but are not known to all.
129. In judging success and evaluating its own performance, the school uses a good range of strategies. Subject co-ordinators undertake monitoring and evaluating of their areas of responsibility by visiting classes and undertaking an annual audit of provision. Samples of pupils' work are collected in updated and levelled portfolios.
130. The effective system of evaluating staff promotes the continuous professional development of teachers.
131. Governors undertake their duties conscientiously; they have a good awareness of their responsibilities and are very supportive of the school. Many are actively involved in the daily life and work of the school, ensuring that the school's aims and objectives are fully achieved. While governors are involved in setting the strategic direction of the school, their role in monitoring the quality of provision has not developed as well. Governors meet regularly and are provided with comprehensive information about the work of the school through the headteacher's reports.
132. Governors have a good overview of the budget and they supervise expenditure well. Decisions on expenditure are closely linked to the priorities identified in the SDP and governors make every effort to secure the best value for money. Governors fulfil their legal and managerial requirements.
133. The school prospectus meets statutory requirements and although the governors' annual report to parents is full of information, there are minor omissions.

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

Grade 2: Good features and no important shortcomings

134. The findings of the inspection team match the judgement expressed in the school's self-evaluation report.
135. The headteacher and staff are committed to raising standards. All staff are involved in the self-evaluation process, with the views of governors, parents and learners taken into account.
136. The role of the curriculum co-ordinators with respect to monitoring and evaluating are good. Teachers share the outcomes of the evaluation but the recommendations are not always included in the SDP.
137. The SDP is a detailed plan for 2006-2007, that sets out the school's general priorities with identified timetables, success criteria and agreed costs. However, there is not an outline of the matters to receive attention over the longer term.
138. An insufficiently detailed analysis is made of a developing range of assessment results and SATs results at the end of KS1 and KS2. Insufficient use is made of the analysis to identify strengths and weaknesses.
139. Performance management procedures have a good effect on staff development. They contribute effectively to identifying the professional needs of all staff.
140. The self-evaluation report produced by the school before the inspection is comprehensive. It identifies strengths and weaknesses for improvement and is supported by a wide range of documented evidence. The inspection team agrees with the school's identification of its strengths and weaknesses for improvement and with the judgements made by the school in each of the seven key questions.
141. Overall, the school has made good progress since the last inspection with respect to addressing the identified key issues. It has raised standards by the end of KS2. Whole-school schemes of work are in place and in teaching, the percentage of lessons graded 2 or better is substantially higher than at the last inspection.

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

Grade 2: Good features and no important shortcomings

142. The findings of the inspection team match the judgement expressed in the school's self-evaluation report.
143. The school has a very good supply of teaching staff to deliver the curriculum. The teachers have appropriate qualifications and a wide range of specialism which is used effectively throughout the school. The planning for delegating responsibilities is good and the job description that everyone has gives a clear outline of their responsibilities.

144. The school invests in a very good supply of support staff that are enthusiastic and collaborate well with teachers.
145. Teachers attend a good range of training courses and this has a positive effect on their skills and understanding. Teachers work together effectively as a team to share information.
146. The building is in good condition with spacious teaching areas. Despite this the condition of the roof causes dampness on many interior walls. Very effective use is made of the corridors to display pupils' work. The art gallery is an invaluable resource and provides a motivating environment for learning and developing pupils' creative skills.
147. There is a satisfactory supply of computers but inconsistent use is made of them in each class. Better use is made of the interactive whiteboards to support teaching and learning. Effective use is made of the outside resources but there is no suitable outdoor area for the children under five to develop their physical skills. The caretaker and her colleague work hard to keep the school clean and tidy.
148. The school and governing body help to ensure that resources are matched with their priorities for development. Annual reviews are held to ensure the adequacy and suitability of resources. Overall, there is a range of appropriate resources for the curriculum.
149. The school has adopted effective procedures for managing PPA time in line with statutory requirements.
150. Decisions on spending are well linked to priorities in the school plans. The most recent audit by the LEA in May 2006 states that the procedures for managing the budget are good and the minor shortcomings were corrected.
151. The governing body have been diligent in their monitoring role in reviewing and directing significant areas of expenditure.
152. The headteacher together with the part-time school support officer ensures that the school works effectively from day-to-day. The school provides good value for money.

School's response to the inspection

The staff, governing body and pupils are very proud of the inspection's conclusions and that the report justifies our opinion that many good features are highlighted in the life and work of Puncheston CP School. We believe that the report offers a true and fair picture of the school and of the standards achieved.

We are also very proud that the inspectors judge pupils to be considerate and courteous and that their behaviour is an outstanding feature. We believe that pupils leave the school with the necessary information, understanding, skills and attitudes for lifelong learning.

The inspection gave the school an opportunity to look carefully at every aspect of its life and work. The inspection has reinforced our strengths and has clearly identified areas where we can develop further. The inspection process was thorough with positive feedback that has offered clarity for the future development of the school.

The school will share with parents its plans in response to the recommendations of the inspection team. The governing body's annual report will state the progress made.

Appendix 1

Basic information about the school

Name of school	Puncheston CP School
School type	Community
Age-range of pupils	4 – 11
Address of school	Puncheston Haverfordwest Pembrokeshire
Postcode	SA62 5RL
Telephone number	01348 881321

Headteacher	Mr Alun Ifans
Date of appointment	September 1976
Chair of governors	Mr W R Evans JP
Registered inspector	Mr Jeffrey Harries
Dates of inspection	16-17 January 2007

Appendix 2

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	0	15	9	5	12	8	7	8	64

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	4	1	4.4

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	15 :1
Pupil: adult (fte) ratio in nursery classes	Not applicable
Pupil: adult (fte) ratio in special classes	Not applicable
Average class size, excluding nursery and special classes	15
Teacher (fte): class ratio	1.1

Percentage attendance for three complete terms prior to inspection		
Term	R	Rest of school
Autumn 2006	94%	97%
Summer 2006	94%	94%
Spring 2006	90%	95%

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

Appendix 3

National Curriculum Assessment Results End of Key Stage 1:

National Curriculum Assessment KS 1 Results 2006			Number of pupils in Y2:		13		
Percentage of pupils at each level							
			D	W	1	2	3
Welsh	Teacher assessment	School	0	0	15	85	0
		National	0	2	8	64	26
Welsh oracy	Teacher assessment	School	0	0	38	62	0
		National	0	1	10	64	25
Welsh reading	Teacher assessment	School	0	0	15	69	15
		National	0	2	15	60	22
Welsh writing	Teacher assessment	School	0	0	15	85	0
		National	0	2	18	66	13
Mathematics	Teacher assessment	School	0	0	38	62	0
		National	0	2	10	63	24
Science	Teacher assessment	School	0	0	23	77	0
		National	0	2	9	65	24

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	54%	In Wales	80.9%

National Curriculum Assessment Results End of Key Stage 2:

National Curriculum Assessment KS2 Results 2006			Number of pupils in Y6		12						
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	0	0	0	25	58	17
		National	1	1	0	1	1	5	16	46	30
Welsh	Teacher assessment	School	0	0	0	0	0	0	58	42	0
		National	1	0	1	0	1	3	17	49	28
Mathematics	Teacher assessment	School	0	0	0	0	0	0	17	67	17
		National	1	1	0	0	1	3	17	46	31
Science	Teacher assessment	School	0	0	0	0	0	0	0	67	33
		National	1	1	0	0	0	1	8	50	39

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language) by teacher assessment			
In the school	75%	In Wales	74.3%

- D Pupils who are exempted 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 4

Evidence base of the inspection

The school was inspected by a team of three inspectors who spent a total of five inspection days at the school.

Before the inspection:

- meetings were held with the headteacher and staff, the governing body and six parents who attended the pre-inspection meeting;
- questionnaires were distributed to all parents and the 17 questionnaires returned were analysed and the inspection team noted the outcomes; 93% of the responses were positive, and
- school documentation was examined.

During the inspection:

- evidence was collected based on inspecting classes in a total of 20 lessons or sessions across the age range;
- other observations included collective worship, registration, play times and lunch times;
- discussions were held with pupils on aspects of their life and work in the school;
- the inspectors listened to a representative sample of pupils read;
- pupils work from every year group was examined by the inspectors, as well as work in the classroom and that displayed around the school, and
- post-inspection meetings were held with the headteacher, staff and governing body.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Jeffrey Harries Registered Inspector	Context Summary and recommendations Key Questions 1, 5, 6 and 7
Mr Brinley W Jones Team Inspector	Key Questions 2, 3 and 4
Mrs Janice Davies Lay Inspector	Contributions to Key Questions 1, 3, 4 and 5
Mr Alun Ifans (Headteacher) Nominee	Participated in discussions

Acknowledgement

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

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