



Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru  
Her Majesty's Inspectorate for Education and Training in Wales

**A report on**

**Saundersfoot C.P. School  
Francis Lane  
Saundersfoot  
Pembrokeshire  
SA69 9HB**

**Date of inspection: May 2018**

**by**

**Estyn, Her Majesty's Inspectorate for Education  
and Training in Wales**

## About Saundersfoot C.P. School

Saundersfoot Community Primary School is in the village of Saundersfoot in Pembrokeshire local authority. There are 313 pupils on roll, including 32 part time nursery pupils. There are eight single-age and four mixed-age classes.

Over the past three years, around 5% of pupils are eligible for free school meals. This is well below the Wales average of 19%. The school states that around 11% of pupils have additional learning needs, which is well below the Wales average of 21%. A very few pupils have a statement of special education needs. Nearly all pupils are white British. No pupils speak Welsh at home. A very few pupils have English as an additional language.

The headteacher took up his post in September 2015. Estyn last inspected the school in April 2011.

Further information is available from the Welsh Government My Local School website at the link below.  
<http://mylocalschool.wales.gov.uk/Schools/SchoolSearch?lang=en>

## Summary

Pupils at Saundersfoot Primary School enjoy coming to school. They behave well and show high levels of care and concern for each other. Many pupils enter the school with strong skills, knowledge and understanding, but too many do not always make as much progress as they could as they move through the school. Teachers work well to ensure that pupils have a strong sense of wellbeing but, in too many cases, teaching does not provide pupils with sufficient challenge to ensure that they achieve at a high enough level. Senior leaders have an appropriate knowledge of the improvements the school needs to make. However, they do not always follow through improvement actions robustly enough to ensure that all staff implement agreed changes.

<b>Inspection area</b>	<b>Judgement</b>
<b>Standards</b>	<b>Adequate and needs improvement</b>
<b>Wellbeing and attitudes to learning</b>	<b>Good</b>
<b>Teaching and learning experiences</b>	<b>Unsatisfactory and needs urgent improvement</b>
<b>Care, support and guidance</b>	<b>Adequate and needs improvement</b>
<b>Leadership and management</b>	<b>Adequate and needs improvement</b>

## **Recommendations**

- R1 Ensure that all pupils make the progress of which they are capable in the development of their skills
- R2 Ensure that all staff carry out the agreed actions to bring about school improvement
- R3 Improve the quality of teaching
- R4 Improve the quality of feedback to pupils to ensure that they move forward appropriately in their learning
- R5 Ensure that teachers implement agreed curriculum planning to support the systematic development of pupils' skills as they move through the school
- R6 Continue to improve communication and co-operation among staff at all levels

## **What happens next**

In accordance with the Education Act 2005, HMCI is of the opinion that this school is in need of significant improvement. The school will draw up an action plan to show how it is going to address the recommendations. Estyn will monitor the school's progress about 12 months after the publication of this report.

## Main findings

### **Standards: Adequate and needs improvement**

Many pupils enter the school with levels of skill, knowledge and understanding that are above those expected for their age. Most make appropriate progress as they move through the school and most pupils with additional learning needs make suitable progress over time. However, in too many cases, pupils do not make the progress of which they are capable given their strong starting points.

Most pupils develop strong oracy skills. They use these well to work collaboratively with their peers. For example, pupils in Year 3 express their ideas clearly and listen carefully to the contributions of others when working together to create an Indian dance. Pupils in Year 6 speak eloquently to adults and provide thoughtful reasoning when talking about what they enjoy about school life.

In the foundation phase, most pupils develop appropriate reading skills that are largely in line with those expected for their age and ability. They use a suitable range of strategies to read unfamiliar words, such as breaking the word into its constituent sounds and using picture clues. They read with expression and good levels of understanding. In key stage 2, most pupils continue to develop their enthusiasm for reading building on the strong support many pupils receive from home. Most pupils in Year 6 read with confidence. They accurately refer to elements within the text to provide justifications for their opinion, such as identifying the words and phrases an author uses to create a feeling of sadness in the reader. However, across the school, many pupils do not develop their higher-order reading skills consistently and to the level of which they are capable.

By the end of the foundation phase, a majority of pupils write to a standard that is suitable for their age and ability. Their work is generally well presented, their letter formation consistent and spelling accurate. When presented with the opportunity, many pupils write imaginatively and with flair, for example when imagining themselves as a meerkat visiting Saundersfoot and writing a postcard home describing how strange they find ice cream. In key stage 2, many pupils make suitable progress with their writing skills. Spelling and punctuation are largely appropriate for pupils' age and ability. A few more able pupils use more advanced punctuation, such as colons and semi-colons, accurately. Many pupils understand the forms of a suitable range of types of writing and apply this knowledge well in their own work. For example, pupils in Year 6 demonstrate a sound understanding of the features of a news report when writing a recount about topical events in Syria. However, across the school, few pupils write at length or with the wide vocabulary and confidence that is evident in their strong oracy skills.

In the foundation phase, many pupils develop their number skills appropriately over time. Many pupils in Year 2 use their knowledge of place value appropriately to add multiples of 10 up to 200 and to subtract amounts from 100. They apply their number skills to solve problems at a basic level, such as when completing written problems about how many more litres of water will make 30 litres. Most develop a suitable range of wider mathematical skills, such as an understanding of handling data through creating simple block graphs representing pupils' favourite books. However,

due to a lack of opportunity, most pupils do not apply their numeracy skills to solve practical real-life problems at the level at which they are capable. In key stage 2, many pupils continue to develop their understanding of place value and the four rules of number at a suitable pace. For example, pupils in Year 4 use their knowledge of multiplying and dividing by 100 and 1,000 to convert centimetres to metres and metres to kilometres. When provided with suitable challenge, many pupils apply these skills well in real contexts. For example, pupils in Year 6 use their knowledge of number well to calculate profit and loss accounts when organising their own school market. However, across the school, too many pupils do not develop their numeracy skills at the level of which they are capable as they move through the school.

Most pupils develop a limited range of Welsh language skills. In the foundation phase, many pupils respond well to instructions in Welsh and answer very simple questions appropriately about how they are feeling. In key stage 2, pupils engage in a basic dialogue in Welsh when provided with written prompts. For example, pupils in Year 4 answer questions about how old they are and pupils in Year 6 can describe their favourite television programme, when prompted. Across the school, most pupils read simple Welsh texts with developing accuracy, but they show limited understanding of what they read. They write basic sentences, but rely heavily on printed materials to write at the appropriate level for their age and ability.

In the foundation phase, most pupils use information and communication technology (ICT) to support the development of their literacy and numeracy skills on a regular basis. Occasionally, they use ICT as part of their wider topic work. For example, pupils in Year 2 use tablet computers competently to record their attempts to build a small raft to transport mini beasts. However, overall, they develop an insufficient range of ICT specific skills. In key stage 2, many pupils develop beneficial skills in the use of an appropriate range of software and applications. For example, pupils in Year 4 use an online graphing tool to represent their class' favourite colours and pupils in Year 6 use internet research to develop a presentation for their peers on Nobel Prize winners. However, across the school, pupils do not develop their ICT skills in a sufficiently systematic way as they move from class to class.

### **Wellbeing and attitudes to learning: Good**

Nearly all pupils are happy coming to school and are enthusiastic to learn. They demonstrate good behaviour and are polite and courteous to each other, teachers and visitors. They show high levels of care and respect for each other. For example, in the playground, without adult prompting, many pupils will check that other pupils have someone to play with and are not feeling lonely or sad. Most pupils move around school calmly and arrive at lessons ready to learn. As a result, the school has a calm and pleasant atmosphere. Nearly all pupils feel safe in school and know where to turn if they need support. They are confident that staff listen and deal appropriately with any worries and concerns that they have.

Most pupils understand the importance of making sensible choices about healthy lifestyles. They talk about the contents of their packed lunches and the healthy eating choices they make. Many pupils understand the importance of reducing sugar in their diets. They take part in a wide range of extra-curricular clubs and activities, such as athletics club and surf school. This encourages them to understand the positive impact of physical activity on their health and sense of wellbeing.

The school's digital leaders help other pupils to understand the importance of online safety. For example, they ran a competition to create a simple phrase that will remind pupils how to stay safe. As a result, nearly all pupils know how to keep themselves safe online.

Nearly all pupils feel that the school takes their views seriously. For example, the school council developed a whole-school reward system and chose to have a wizard theme day as the reward. However, pupils' overall role in deciding what and how they learn is at an early stage of development.

Nearly all pupils are keen to take on additional responsibility, such as being playground buddies or a prefect. Within lessons nearly all pupils listen to the ideas of others and are happy to support those who find their work hard. Nearly all older pupils talk about fairness, trust and tolerance very well and display these values in lessons and at playtimes. Nearly all pupils concentrate and persevere with tasks consistently well. For example, they have good attitudes towards their learning and are keen to complete work both at home and at school. Pupils care for their local community through activities, such as working on a sensory garden in a local home for the elderly and taking part in a beach clean-up.

Attendance rates have placed the school largely in the lower 50% when compared to similar schools for the past four years.

### **Teaching and learning experiences: Unsatisfactory and needs urgent improvement**

Overall, the quality of teaching is unsatisfactory and needs urgent improvement. Too frequently, teachers provide pupils with activities that do not challenge them at a suitable level or allow them to improve their independent learning skills well enough. For example, in the foundation phase, teachers often miss opportunities to extend pupils' literacy and numeracy skills. In many cases in key stage 2, particularly during literacy and topic lessons, teachers provide pupils of all abilities with the same task and do not sufficiently target the next steps in individual pupils' learning. As result of these shortcomings, across the school, pupils often fail to make the progress they are capable of during lessons and over time.

In many cases, teachers share with pupils the intended learning outcomes for their lessons and, in a minority of classes, indicate the actions they need to take in order to be successful in their learning. However, overall, the use of assessment for learning techniques to engage pupils in their lessons and to encourage them to take responsibility for their learning varies too much from class to class and is too frequently of poor quality.

Most teachers provide regular feedback to pupils, but it is often ineffective. In many cases, it is too positive when the work is only of mediocre quality. Often, it does not relate to the main learning intention for the lesson or provide clear enough guidance on what pupils need to do to improve. Teachers regularly engage in lengthy and time-consuming written dialogues with pupils that do not move pupils' learning forward.

All members of staff develop positive working relationships with pupils and maintain high expectations of their behaviour. They provide good language role models that help pupils to develop their own oracy skills. However, in many cases, staff do not use the Welsh language frequently enough as part of their classroom routines or have a sufficient expectation that pupils should use it.

In the few classes where the quality of teaching is good, teachers plan engaging activities that allow pupils to develop their skills with independence and at a level that is suitably challenging for their ability. For example, pupils in Year 6 develop their numeracy skills well when working collaboratively with other pupils to draw a scaled plan of a garden during the Second World War. In this case, the teacher modifies the activity and level of support to suit the needs of different groups of learners and, as a result, most make good progress.

The school has appropriate plans in place to deliver a broad and balanced curriculum. These plans engage the interest of a majority of pupils well. However, teachers do not always implement these plans well enough or provide a sufficient level of challenge to ensure that pupils develop their skills, knowledge and understanding systematically as they move from class to class through the school. This is particularly the case for ICT, science and Welsh.

A few teachers provide relevant real-life opportunities for pupils to apply their skills across the curriculum. For example, older key stage 2 pupils create a business plan to sell gifts in the village fair calculating profit and loss.

In the foundation phase, the outdoor areas provide exciting opportunities for pupils to develop a range of skills, for example investigating the habitat in the newly-created bug hotel or baking a cake for the royal wedding in the mud kitchen. However, overall, the school does not implement foundation phase principles well enough.

Teachers use visits well to enhance the curriculum. For example, pupils in Year 6 work with the local historical society to support their studies of the Second World War and pupils in Year 5 visit Stratford-upon-Avon to support their work on Shakespeare. Many teachers include elements of Welsh heritage and culture appropriately within their topic work. For example, pupils in key stage 2 study the work of a local author, Eloise Williams, and the Welsh artist, Kyffin Williams.

### **Care, support and guidance: Adequate and needs improvement**

The school collects, tracks and analyses information on pupils' progress appropriately. In a majority of cases, they use this information suitably to help inform their planning to ensure appropriate coverage of the curriculum. However, teachers and leaders do not use this information well enough to track the progress of individual pupils over time, to plan activities that challenge pupils at the correct level or to identify where they can improve aspects of the school's provision. Furthermore, teachers and leaders do not engage in regular discussions to review the progress that pupils are making. As a result, many pupils do not make the progress of which they are capable over time.

The school has appropriate arrangements to identify and support pupils with additional learning needs. Pupils' individual education plans are clear and many

pupils understand their targets. Staff work well with a wide range of specialist services, including the behaviour service, educational psychologists and speech and language therapists, to provide beneficial advice and support for pupils. The school keeps parents of pupils with additional learning needs involved and well informed. However, the school does not always use its information on the progress of pupils with additional learning needs well enough to modify its provision. Pupils identified as having issues in their literacy skills development or wellbeing benefit from a suitable range of interventions. However, the school does not plan interventions to support pupils who need additional help with their numeracy skills.

The headteacher is developing positive relationships with parents and the community. The school has a wide range of communication methods to engage with parents, such as regular newsletters and a social media account. Many parents welcome the introduction of an online reward system, which keeps them informed about the work of the school, how they can be involved and the daily achievement of pupils. The school has a good range of strategies for improving attendance, which include first-day response, fixed-term penalty notices and regular communication with parents of pupils whose attendance dips below 90%. However, these have had limited effect in improving overall attendance rates.

The school has appropriate arrangements to promote healthy eating and drinking. It provides a range of opportunities to ensure that pupils make healthy life choices through, for example, regular exercise as part of physical education lessons and extracurricular activities, such as the '10 minute trot' and athletics club. Staff encourage pupils to choose healthy food for lunch and at break time.

The school supports the pupils' role in decision-making through a range of pupil voice forums, such as the school council. Their involvement in the strategic work of the school is developing. For example, they regularly report to the governing body about their learning achievements. However, opportunities for pupils to make decisions about what and how they learn are at an early stage of development.

The school promotes pupils' spiritual, moral and social development appropriately in assemblies and through a suitable personal and social education programme. As a result, most pupils develop strong caring values and a sense of compassion. For example, they describe eloquently how they help their friends, should they experience feelings of unhappiness or isolation.

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

### **Leadership and management: Adequate and needs improvement**

Communication and working relationships between leaders and many staff, governors and parents have strengthened notably over the last year. This has enabled the headteacher to work successfully with pupils and staff to create a new, shared vision for the school. However, despite the effort of leaders, the difficulties in the school over the last few years have held the school back from bringing about necessary and important improvements.

The school has suitable systems and processes to evaluate many aspects of its work. Senior leaders have an accurate understanding of the school's strengths and shortcomings. They are a cohesive team that work well together and consistently try to do what is best for the pupils. They have put in place generally appropriate actions to try to bring about improvements in the quality of provision and teaching. However, leaders have tried to address too many priority areas at the same time and, on occasion, have moved on too quickly before all teachers have fully embedded the agreed new practices. A minority of staff do not complete agreed actions or whole-school initiatives conscientiously or they carry them out on an ad-hoc, piecemeal basis only. This undermines the consistent delivery of the curriculum and the quality of teaching as pupils move from class to class through the school.

The school has suitable procedures to manage the performance of staff. Leaders identify appropriate opportunities for the professional development of staff that link appropriately to individual targets and whole-school priorities. For example, the whole staff training on developing pupils' mathematical knowledge and skills has improved the range of strategies that pupils use to solve number and word problems. However, leaders do not always hold staff to account robustly enough for the performance of pupils or for inconsistencies in their application of agreed procedures and initiatives.

Many governors use their professional skills and expertise to support the school's work. For example, a governor with business experience leads the finance committee and a governor with a background in change management provides guidance and support for the headteacher. Governors are beginning to visit the school more regularly and a few visit classes to talk to pupils. Many have beneficial understanding of the school's attendance data and the procedures to secure the good attendance of pupils. However, governors' knowledge of the school's improvement priorities and its progress towards achieving them is limited.

Leaders make appropriate use of the pupil development grant. For example, they provide emotional literacy support for vulnerable pupils and useful reading interventions to improve the standard of reading for identified pupils.

Senior leaders and governors manage the school's resources suitably. Overall, there are enough teachers to meet the needs of pupils. However, the number of support staff in the foundation phase does not meet the recommended pupil to adult ratios. This means that the school's provision does not always meet the needs of pupils well enough in all areas of the foundation phase.

The school has sufficient equipment and resources to support learning effectively in most areas of the curriculum. Leaders make good use of internal and external areas and provide a generally attractive learning environment for pupils.

## Copies of the report

Copies of this report are available from the school and from the Estyn website ([www.estyn.gov.wales](http://www.estyn.gov.wales))

Estyn evaluates a provider's effectiveness using a four-point judgement scale:

<b>Excellent</b>	Very strong, sustained performance and practice
<b>Good</b>	Strong features, although minor aspects may require improvement
<b>Adequate and needs improvement</b>	Strengths outweigh weaknesses, but important aspects require improvement
<b>Unsatisfactory and needs urgent improvement</b>	Important weaknesses outweigh strengths

The report was produced in accordance with Section 28 of the Education Act 2005.

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

Publication Section  
Estyn  
Anchor Court, Keen Road  
Cardiff  
CF24 5JW or by email to [publications@estyn.gov.wales](mailto:publications@estyn.gov.wales)

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