



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

A report on

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

Date of inspection: November 2019

by

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

About Puncheston CP School

Puncheston CP School is situated on the outskirts of the village of Puncheston, and is maintained by Pembrokeshire local authority. There are 59 pupils between 4 and 11 years old on roll. Welsh is the main medium of the school's life and work.

Over a three-year-period, around 8% of pupils have been eligible for free school meals. This is significantly lower than the national percentage of 18%. Five per cent (5%) of pupils come from Welsh-speaking homes. The school has identified around 30% of its pupils as having additional learning needs, which is significantly higher than the national percentage of 21%.

The headteacher has been in post since September 2009 and the school was last inspected by Estyn in February 2013.

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

Staff work together very effectively to plan an exciting, creative and stimulating curriculum for pupils. They provide practical and interesting experiences that engage nearly all pupils' interest in full. This helps pupils to develop as ambitious, confident and knowledgeable learners.

Leadership is strong and innovative and is developing the school as a very successful creative learning community, which makes the most of its community and its local area to enrich its pupils' education. All members of staff have very high expectations to ensure the wellbeing and progress of all individuals. This creates a healthy learning environment, in which all pupils are encouraged to work hard and create work of a high standard. Nearly all pupils are extremely polite and treat each other and adults with a high level of respect.

Inspection area	Judgement
Standards	Excellent
Wellbeing and attitudes to learning	Excellent
Teaching and learning experiences	Excellent
Care, support and guidance	Excellent
Leadership and management	Excellent

Recommendations

R1 Ensure that teaching develops all pupils' independence consistently in the foundation phase

What happens next

Puncheston CP School will produce an action plan to address the recommendation from the inspection.

Estyn will invite the school to prepare a case study on its work in relation to planning an exciting and creative curriculum that develops pupils' skills across all areas of learning, to be disseminated on Estyn's website.

Main findings

Standards: Excellent

On entry to the school, a majority of pupils' skills are close to, or below, the expected level for their age. By the end of their time at the school, most pupils, including those with additional needs, achieve well considering their starting points. Many make very strong progress in lessons and produce work of a high standard consistently.

Nearly all pupils develop their listening skills very effectively. From an early age, most listen attentively to adults and each other. They treat each other with respect and courtesy when taking part in discussions, and the youngest pupils and those that are new to the Welsh language develop their oral skills well. In key stage 2, most develop their oral skills soundly in Welsh and English. Most contribute well to discussions and express an opinion clearly and maturely. By Year 6, they use suitable and accurate vocabulary, for example when presenting arguments for and against in Puncteston's court of law.

In the foundation phase, most pupils develop their phonological awareness effectively and use suitable strategies in order to identify new words successfully. They use early reading skills skilfully, for example when reading challenges in the learning areas. Pupils build on their reading skills very successfully in key stage 2. Those of higher ability read challenging texts proficiently and intelligently from their reading books and during lessons. They contribute maturely to discussions about what they have read in both languages and show a sound understanding of characters and the flow of the story. By the end of their time at the school, nearly all pupils use their higher order reading skills very effectively to gather information about characters and situations in a text, for example when discussing characters in an English novel.

Most foundation phase pupils make good progress in their writing skills. They write an increasing range of simple sentences effectively. They write for different purposes and in a series of exciting sentences with increasing accuracy, for example when writing a portrayal of Fireman Sam. However, at times, they are over-reliant on writing frames, which limit a few pupils' ability to write freely and independently to the same standard. By the end of key stage 2, nearly all pupils write interesting extended pieces of a high standard and a variety of genres in both languages with increasing accuracy. They use their literacy skills capably to write very effectively across the curriculum. They use rich vocabulary to create effect and empathy in their compositions, such as in letters from the perspective of a soldier in the trenches during the First World War, one of which opens with the sentence, "Gwlyb...unig...hiraethus" ("Wet...lonely...homesick").

Most pupils' numeracy skills are developing very soundly. In the reception class, nearly all pupils read and write numbers up to 20 and handle number bonds confidently. By the end of the foundation phase, nearly all have sound mental mathematics skills, for example when calculating the cost of items in the healthy cafe, Bela. Throughout the foundation phase, they develop a good understanding of measurement, money, time and handling data. They do this both inside and outside the classroom, for example when measuring carrots by using standard and non-

standard units. In key stage 2, most pupils' understanding of mathematical features, including addition, subtraction, multiplication and division procedures, is very sound. Pupils collect, analyse and present information skilfully in different ways to support their work across the curriculum. By the end of key stage 2, most apply their numeracy skills to a very high standard when completing regular challenges. More able pupils solve increasingly complex problems, for example when calculating the volume of different cylinders and prisms successfully.

Most pupils across the school have effective information and communication technology (ICT) skills. Across the foundation phase, most use their skills confidently in the areas of learning, for example when creating graphs that show children's preference for different fruits. In key stage 2, they use word-processing packages successfully to present their work and presentation programs to convey information to the class and the whole school. They create databases successfully and analyse data correctly. They use formulae in spreadsheet cells effectively and discuss the results on a graph correctly.

Most pupils' creative skills are a strong feature across the school. Most pupils produce creative work of a very high standard, for example by emulating the styles of local and national artists often to a high standard in various media.

Wellbeing and attitudes to learning: Excellent

Nearly all pupils are extremely polite and treat each other and adults with a high level of respect. Nearly all behave excellently in lessons, during break times and during periods of working independently. They are welcoming towards visitors and discuss aspects of school life with them enthusiastically. Nearly all pupils take pride in their school and are proud to be a part of its community. They understand the importance of regular attendance through activities that are led by the pupils themselves. This has led to ensuring a very high average attendance figure over time. Nearly all pupils are very keen to attend school daily, as they enjoy the exciting activities and the care that is available to them. They express clearly how they feel when 'clocking' in and out of the classroom twice a day. They appreciate the attention that teachers give to this process.

Nearly all pupils show very positive attitudes to learning. These attitudes have been established firmly across the school. Nearly all pupils are eager to learn, persevere maturely with their tasks and strive to complete them. A diligent atmosphere is evident in all classes, and pupils play a prominent role in deciding on the content of their learning activities. This motivates them to develop as confident, knowledgeable and conscientious learners. As a result, older pupils plan and lead learning activities of a high standard for their peers successfully.

Nearly all pupils are highly conscientious and take their leadership duties seriously as a member of one of the various councils. They undertake their responsibilities effectively and keep detailed records of their decisions. For example, with support from staff, they have contacted the local council to ask for help to improve the school's outdoor environment. Members of the school council play a leading part in organising fundraising activities for good causes, for example when organising activities to support national charities and when raising money during the harvest service for a local mental health charity.

Nearly all pupils have a good understanding of how to stay healthy and enjoy opportunities to take part in physical exercise. Most pupils in the foundation phase enjoy using play equipment outdoors and develop a sound awareness of the importance of exercise and taking care of their health. Nearly all pupils in key stage 2 have a sound understanding of the importance of eating and drinking healthily and taking care of their bodies, for example when using disclosing tablets on their teeth after eating different sweets. Nearly all pupils are aware of how to stay safe online and understand fully what they should do if anything worries them.

Teaching and learning experiences: Excellent

Teachers provide an exceptionally stimulating and creative curriculum for pupils, which develops their skills very successfully across all areas of learning. The wide range of rich learning experiences, which derives from pupils' ideas and is based on exciting themes, succeeds in motivating nearly all pupils to make strong progress in their skills consistently. Staff ensure that the curriculum is enriched very effectively through the regular use of experts, visitors and visits. For example, arrangements were made for pupils to spend time with 'Barti Ddu' recently, to discuss resources from the period and taste different types of tea.

Teachers use pupils' input to plan highly creatively in order to provide purposeful and coherent opportunities to develop their literacy, numeracy and information and communication technology (ICT) skills skilfully across the curriculum. They ensure that they are given regular opportunities to reinforce their skills and make meaningful links in their learning. An excellent example of this is the historical project, 'Ysgol Casmal yn Cofio' ('Puncteston School Remembers'). Pupils benefitted greatly from opportunities to develop their historical knowledge of the area by working with members of the community and a famous poet to create notable work through various media. Art work of an exceptional standard was created and a handbook on the history of the period was published, which shows various contributions of a very high standard by pupils. The relationship between the school and the community was strengthened following work by pupils to create a new memorial to remember the sacrifice of local residents.

Effective planning methods are preparing staff and pupils well to introduce the new curriculum for Wales in due course. Staff provide opportunities for pupils at the top of key stage 2 to develop a range of skills proficiently, as they plan tasks and lead teaching among their peers. This develops pupils as ambitious, confident and knowledgeable individuals. Planning to develop pupils' scientific skills is very effective. Staff provide regular opportunities, through purposeful experiments, for pupils to develop their understanding of scientific elements alongside other skills. A good example of this is when pupils use electronic equipment during a physical education activity to measure the change in their heart rates in order to create a graph on a spreadsheet. Pupils discuss the data knowledgeably.

Staff have a sound understanding of the principles of the foundation phase. On the whole, they plan a suitable balance between activities that are led by staff and opportunities for pupils to work independently in the learning areas. In the best practice, teachers enrich the learning areas skilfully and encourage pupils to think for themselves, for example when asking them to sort rubbish into different categories to be recycled. However, at times, adults over-direct pupils in a few tasks, which limits a few pupils' ability to develop as independent learners in these tasks.

There is a supportive, challenging and productive working relationship between teachers, assistants and pupils in all classes. This encourages respect and courtesy, and adds to the ethos of inclusivity across the school. In the best practice, lesson presentations capture pupils' imagination and stimulate them to learn effectively. Teachers set a high and consistent challenge for pupils, which keeps them on task for extended periods. They have high expectations of them and tailor work successfully for pupils of all abilities. They make effective use of various successful teaching methods, which ensures that most pupils achieve well and apply themselves fully to their learning. Teachers and assistants take advantage of regular opportunities to challenge pupils, question them skilfully and encourage them to think astutely.

Adults provide pupils with valuable oral feedback during their activities in order to support and stretch them. They encourage them to succeed and support them skilfully. Written responses to pupils' work are simple and effective. They give them clear guidance on their successes and what needs to be improved. Teachers provide valuable opportunities for pupils to improve the content of their work by re-drafting specific aspects. As a result, most pupils discuss confidently how they have improved their work and show the progress that they have made as a result of feedback. Pupils are given beneficial opportunities to assess their own work and that of their peers regularly. This gives pupils ownership of their learning successfully.

The school provides rich opportunities for pupils to learn about the Welsh language and culture, and about their local area. Staff promote the Welsh dimension naturally through all of the curriculum's activities, for example when celebrating Waldo Williams's birthday, when studying the French landing at Fishguard and when studying the work of local and national artists, whose work is displayed in the school's gallery.

Care, support and guidance: Excellent

The school promotes the importance of good behaviour, courtesy, respect and commitment very successfully. As a result, pupils behave well consistently, are very polite and respectful towards each other and visitors, and apply themselves conscientiously to their activities. The school's arrangements for safeguarding pupils meet requirements and are not a cause for concern.

The headteacher and teachers have a thorough awareness of all pupils' needs. The school has established successful procedures to track pupils' progress and monitor their wellbeing. Teachers use the information from these procedures effectively to plan the next steps for pupils and provide appropriate interventions for those who need additional support. Staff monitor the progress of pupils who receive interventions conscientiously and adapt support, where appropriate. All pupils have an individual development plan and, in the case of pupils with additional learning needs, these are produced in consultation with parents. Class teachers give the content of these plans careful consideration when planning their lessons.

The school is an integral part of the local community and takes full advantage of its support, such as volunteers supporting pupils regularly with their reading or by enriching aspects of the curriculum, for example by characterising local heroes. The relationship between the school and parents is sound and productive. The school

operates an open-door policy and communicates effectively with them so that they can play a full part in the school's life and work. The parents' association supports the school financially through various activities. The school has effective partnerships with other nearby schools, including the local secondary schools, and with external agencies, including the speech and language team and the educational psychologist, which enriches provision for pupils effectively.

The school provides very effectively to promote pupils' physical, mental and emotional wellbeing. It places emphasis on developing resilient learners through the successful use of strategies to promote resilience, such as 'y Pwll Dysgu' (the 'Learning Pit'), which encourages pupils to persevere. The school has robust procedures to develop pupils' awareness of the importance of eating and drinking healthily, for example by encouraging them to eat fruit and healthy snacks, and to drink water regularly. A range of effective opportunities is organised to develop pupils' fitness through the sports club and various competitions. As a result, most pupils understand the effect of their choices on their health. Visits by individuals, such as the community police officer, strengthen pupils' awareness of how to stay healthy and safe very successfully.

The school provides effectively to develop pupils' spiritual, moral, social and cultural attitudes. Religious leaders visit the school regularly to conduct services. Periods of collective worship provide effective opportunities for pupils to reflect on values such as respect, care and appreciation. Pupils are given an opportunity to learn about moral issues, such as protecting the environment and supporting people who are less fortunate than themselves, for example by taking part in activities to support national charities. These activities prepare them very effectively to be responsible citizens of the future and realise the school's motto, 'Caredigrwydd, Cyfrifoldeb, Cymreictod a Cheisio Gorau Glas' (Be kind, be responsible, be proud of being Welsh and try your very best) very successfully.

The school places a strong emphasis on promoting the use of the Welsh language and taking pride in the Welsh language and Welsh culture by making the best of the local area and its wealth of learning opportunities. Pupils are given every opportunity to take advantage of a wide range of rich experiences, for example through the Urdd activities and by visiting places of important historical interest, such as St David's Cathedral and activities that are promoted through the link with staff at a national park. This contributes directly towards creating responsible and confident individuals.

Leadership and management: Excellent

The headteacher provides a clear strategic direction of a high standard for all of the school's work. This is shared highly successfully with staff, governors, pupils and parents. She has high expectations of herself, staff and pupils. As a result of her initiative, she has developed the school as a very successful, creative learning community. Her vision focuses clearly on supporting pupils' wellbeing and developing ambitious and confident learners in a creative and Welsh environment. She succeeds in ensuring that this vision is shared and implemented by all of the school's staff.

Staff responsibilities are distributed highly effectively. These responsibilities provide valuable opportunities for individuals to develop professionally and lead on specific aspects of the school's work, for example by developing pupils' numeracy skills through interesting and ambitious challenges. There is a strong sense of teamwork within the school. Staff's willingness to plan practical and interesting experiences for pupils jointly corresponds firmly with the principles of the new curriculum. The school is an effective learning community in which staff learn from each other in a supportive environment. A notable example of this is the way in which the school is innovative in developing a creative and stimulating curriculum that engages nearly all pupils' interest in their learning.

The school's self-evaluation processes are effective and ensure that teachers have a clear picture of its performance. As a result, they identify strengths and areas for improvement well. On the whole, monitoring reports are evaluative and identify aspects for improvement purposefully. For example, the process has identified the need to develop pupils' independence more consistently. Under the headteacher's robust leadership, teachers analyse data effectively and give detailed attention to pupils' outcomes and the progress made by individuals. A good example of this is the way in which the school has raised many pupils' standards of reading and reduced the gap between standards of reading in Welsh and English. All school leaders play an active role in monitoring processes and, as a result, they have sound up-to-date knowledge of the school's performance.

Information from the monitoring process is used successfully to set clear priorities for improvement. These priorities focus firmly on raising pupils' standards of wellbeing and attainment. The school places a clear strategic emphasis on developing the new curriculum for Wales. This is a strength and is implemented very successfully. These arrangements have led to challenging and stimulating activities, which have a very positive effect on pupils' standards of literacy, numeracy and ICT.

Members of the governing body are very supportive of the school and know it well. They receive comprehensive information from the headteacher about the school's work. Governors contribute successfully to the school's self-evaluation processes by visiting regularly, scrutinising work, observing teaching and talking to pupils. As a result, they identify the school's strengths and areas for improvement soundly. They have good knowledge of the school's performance and the effect of provision on pupils' standards and wellbeing. As a result, they hold the school to account for its performance and play an active role in setting a clear strategic direction for its development.

The school's leaders use a variety of purposeful grants very successfully, which has a very good effect on pupils' skills. For example, one grant has been used to develop pupils' oral skills by providing a performance stage on a wooden boat in the outdoor area. An impressive library has been created inside the school to motivate pupils of all ages to take pride in reading and choose reading books regularly. Both projects have had a positive effect on raising pupils' standards of oracy and reading across the school. Expenditure is linked clearly with priorities for improvement. The pupil development grant is used very effectively to raise standards of literacy and to support vulnerable pupils. As a result, pupils show passion and enthusiasm in their work, which has a positive influence on pupils' standards and wellbeing.

Evidence base of the report

Before an inspection, inspectors:

- analyse the outcomes from the parent and pupil questionnaires and consider the views of teachers and the governing body through their questionnaire responses

During an inspection, inspectors normally:

- hold a meeting with parents to hear their views on the school and its effectiveness
- meet the headteacher, governors, senior and middle leaders and individual teachers to evaluate the impact of the school's work
- meet pupils to discuss their work, to listen to them read and to gain their views about various aspects of their school
- meet groups of pupils in leadership roles, such as representatives from the school council and eco-committee
- visit a broad sample of classes, including learning support groups and the specialist resource base (where appropriate), and undertake a variety of learning walks to observe pupils learning and to see staff teaching in a range of settings, including classrooms, support groups (where appropriate) and in outdoor areas
- where appropriate, visit the specialist resource base within the school to see pupils' learning
- observe and speak to pupils at lunch and break times and at a sample of after-school clubs, where appropriate
- attend assemblies and daily acts of collective worship
- look closely at the school's self-evaluation processes
- consider the school's improvement plan and look at evidence to show how well the school has taken forward planned improvements
- scrutinise a range of school documents, including information on pupil assessment and progress, records of meetings of staff and the governing body, information on pupils' wellbeing, including the safeguarding of pupils, and records of staff training and professional development

After the on-site inspection and before the publication of the report, Estyn:

- review the findings of the inspection alongside the supporting evidence from the inspection team in order to validate, moderate and ensure the quality of the inspection

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.wales)

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

Excellent	Very strong, sustained performance and practice
Good	Strong features, although minor aspects may require improvement
Adequate and needs improvement	Strengths outweigh weaknesses, but important aspects require improvement
Unsatisfactory and needs urgent improvement	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:

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