



Rhagoriaeth i bawb – Excellence for all

Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

A report on

**Tavernspite C.P. School
Tavernspite
Whitland
Pembrokeshire
SA34 0NL**

Date of inspection: January 2012

by

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



During each inspection, inspectors aim to answer three key questions:

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

Inspectors also provide an overall judgement on the school's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

Judgement	What the judgement means
Excellent	Many strengths, including significant examples of sector-leading practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh areas for improvement
Unsatisfactory	Important areas for improvement outweigh strengths

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

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Context

Tavernspite Community Primary School is situated in the small village of Tavernspite in Pembrokeshire, close to the border with Carmarthenshire near Whitland. It serves a very large rural catchment area, which includes the communities of Red Roses, Ludchurch, Lampeter Velfrey, Llanddewi Velfrey and Llanteg, with most pupils having to travel to school.

There are 198 pupils aged three to eleven years in the school. Pupils are organised into six single-aged classes for children from six to eleven years and one additional class of 25 reception-aged pupils, six full-time and five part-time nursery pupils. The nursery pupils are taught by a higher level teaching assistant. Approximately 6% of pupils are entitled to free school meals, which is well below local authority and all-Wales averages. The school identifies around 33% of pupils as having additional learning needs including five pupils with a statement of special educational need. Five per cent of pupils come from ethnic minority backgrounds. All of these pupils come from homes where English is the predominate language. Three pupils come from homes where Welsh is spoken. There are four looked-after children in the school.

The school has achieved a number of external awards, which include the National Quality Award for Healthy Schools, the platinum Eco School Award and the Basic Skills Quality Standard and ICT Mark Accreditation.

Since the last inspection in 2006, a new headteacher and deputy headteacher were appointed.

The individual school budget per pupil for Tavernspite C.P. School in 2011-2012 means that the budget is £3,395 per pupil. The maximum per pupil in the primary schools in Pembrokeshire is £5,323 and the minimum is £3,000. Tavernspite C.P. School is 42nd out of the 61 primary schools in Pembrokeshire in terms of its school budget per pupil.

Summary

The school's current performance	Good
The school's prospects for improvement	Good

Current performance

The current performance of Tavernspite Primary is good because:

- most pupils achieve good standards and make good and occasionally very good progress from the time that they start in the school;
- pupils have very high standards of wellbeing;
- nearly all pupils have a positive attitude to their work and show high levels of responsibility for the school community;
- learning experiences are generally varied and successfully engage many learners;
- teaching is mainly good;
- the school's commitment to using the outdoors to improve pupils' learning and wellbeing is outstanding; and
- the quality of care, support and guidance is excellent.

Prospects for improvement

The prospects for improvement in Tavernspite Primary are good because:

- governors, senior leaders and staff are committed to ensuring that the school continues to improve;
- there is a thorough process for self-evaluation using a range of first-hand evidence;
- partnerships are a real strength and impact significantly on pupils' physical development, scientific understanding and wellbeing; and
- the school has a successful track record of improving standards and quality.

Recommendations

In order to continue to improve, Tavernspite Primary School needs to:

- R1 improve pupils' Welsh language skills;
- R2 refine curriculum planning to ensure that there is continuity and progression in pupils' skills, knowledge and understanding across all curriculum areas;
- R3 focus more clearly on pupil outcomes in self-evaluation; and
- R4 ensure that all relevant pupils receive their statutory curriculum and collective worship entitlement and address the short fall in teaching time in key stage 2.

What happens next?

The school will draw up an action plan which shows how the school is going to address the recommendations. Estyn will invite the school to prepare a written case study, describing the excellent practice identified during the inspection.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Most pupils make at least appropriate and often good progress in lessons. Pupils generally have good recall of previous learning, particularly in English language work, mathematics and science. They work together well to solve problems. Many pupils are skilled at generating questions and contributing ideas about what they should learn. For instance, pupils in Year 6 use effective questioning skills to gather information about Ancient Greece, while very young pupils in the Foundation Phase offer ideas of what may happen to eggs if cooked.

Most pupils make clear and appropriate progress in their communication skills. Pupils' oracy skills throughout the school are a strength and by the end of key stage 2 many pupils demonstrate excellent oracy skills. Older pupils describe their experiences fluently and confidently and listen over a sustained time to class discussions and debates, for instance in religious education. Many pupils read at an appropriate level for their age and ability. In the Foundation Phase, young pupils are developing a good understanding of letter sounds and show high levels of interest in books. By the end of the Foundation Phase, pupils read accurately and with expression. Reading gains made in the Foundation Phase are built on in key stage 2 with older and abler pupils making appropriate inferences from the text. Although most pupils write well and of a good length in a variety of forms in English lessons, their writing across all areas of learning and subjects is less well developed. Pupils make good progress in developing their mathematical and information and communication skills, but these skills are also not used well enough across all curriculum areas.

Pupils' Welsh skills are developing well in under-fives. These pupils listen and respond enthusiastically to Welsh songs and rhymes. They are developing an increasing vocabulary and are beginning to use a few words spontaneously. Throughout the rest of the school, most pupils understand instructions and incidental Welsh used by staff. In lessons pupils ask and answer a range of simple questions. However, most pupils do not use incidental Welsh enough unless prompted. Pupils' reading and writing skills in Welsh are underdeveloped.

Most pupils make good and occasionally very good progress from the time that they start in the school. The school's performance generally compares well with that of others in its family of schools, in particular in mathematics and science at the higher levels. Improvements in the attainment of pupils over the last three years at both key stages are in line with or better than family averages. Despite high results in general, the school's performance compares less favourably with that of similar schools across Wales. In both key stages, there is a strong trend of girls outperforming boys in each core subject, particularly at the higher levels. With the exception of 2011, pupils at 11 years of age do not do as well as other pupils in the family, or when compared to pupils in similar schools across Wales, at the higher level in English.

Pupils with additional learning needs and pupils looked after by the local authority make good progress in line with their ability. There are too few pupils entitled to free schools meals at the end of each key stage to comment upon their progress.

Wellbeing: Excellent

Almost all pupils have very positive attitudes towards healthy eating and exercise. The school's Healthy Schools Scheme and Outdoor Schools Programme have significantly impacted on pupils' physical development and fitness, scientific awareness and wellbeing. Nearly all pupils say they feel safe in school and feel valued. Pupils enjoy school. Most pupils have extremely positive attitudes to learning. Older pupils show high levels of responsibility and maturity. Pupils have great confidence in adults and value the care, support and guidance given by them. Nearly all pupils work hard and do their best. They are proud of their school.

Pupils generally contribute well to what and how they learn. Most pupils know how to improve, work well with others and develop good thinking skills. Almost all pupils demonstrate very high standards of behaviour and are fully involved in agreeing school rules. They are polite, courteous and respectful. This is evident not only in lessons, but in assemblies, during playtimes and lunchtimes, and in their orderly movement around the school.

Attendance for the three terms prior to inspection is just over 94%, which is slightly below the average for similar schools. However, these figures include days when the school remained open while many others were closed due to snow. Trends generally show that attendance is improving.

Members of the school council, 'Speak Up' group and eco committee are very actively involved in making decisions and represent the views of pupils very well. Nearly all pupils enjoy the very rich variety of extra-curricular activities and experiences on offer. Their understanding of sustainable development and global citizenship is excellent.

Key Question 2: How good is provision?	Good
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Learning experiences: Good

The school provides a good range of high-quality learning experiences for pupils that enhance their education. The use of the outdoors and the community, for instance, provides a rich context for pupils' learning.

The provision for the development of pupils' skills in literacy, numeracy and information and communication technology skills is generally appropriate. However, pupils do not always have enough opportunities to apply these skills across all curriculum areas.

The promotion of sustainable development and global citizenship is an outstanding feature of the school. The school has achieved the Platinum Eco Schools Award and has official 'Fairtrade' status. As a result, pupils have a very good understanding of how to live sustainably and a real sense of responsibility for others

less fortunate than themselves. Pupils learn about their place in the wider world through links with a school in Zanzibar, German trainee teacher placements through Wuppertal University and through their charity fundraising efforts.

Pupils' Welsh language development and their attitude towards their Welsh heritage are promoted reasonably well through displays in classrooms and corridors. The Welsh 'tuck shop' is beginning to encourage pupils to use Welsh in a social context. However, with the exception of the under-fives class, everyday provision for Welsh language development is underdeveloped.

The school promotes pupils' understanding of Welsh culture and traditions appropriately through its annual Eisteddfod and visits and trips into the community, such as visits to Castell Henllys, the Urdd Centre in Cardiff and the Senedd.

Pupils with additional learning needs are given purposeful additional support and more able pupils generally receive appropriate challenge. The planning for pupils withdrawn from classes for additional support is appropriate; however, the organisation of sessions means that pupils sometimes miss important aspects of classroom work or collective worship.

The school provides a wide range of clubs and extra-curricular activities that enhance pupils' education. Attendance at these clubs is very high.

Teaching: Good

The overall quality of teaching is good. Where teaching is most effective, staff explain new concepts clearly, motivate pupils and have high expectations. Lessons have pace and structure and questioning is used well to support pupils. Resources, in particular technology, are used effectively to support pupils' learning. Support staff are clear about what they have to do and are well prepared. As a result, they make a significant contribution to pupils' learning. Behaviour is managed well in all classes. In the very best practice, teaching captures pupils' imagination and interests and finds creative ways to fully engage all pupils

Most pupils regularly review their own learning, understand their progress and are involved in setting their learning targets. Staff mark pupils' books regularly and often provide helpful comments. However, they do not consistently provide enough feedback to pupils to enable them to know what they need to do to improve their work.

There are appropriate moderation and standardisation processes to ensure consistency of assessment of learning. The school analyses and tracks pupils' progress effectively and uses this information well to provide additional support for pupils.

Parents and carers are kept well informed about their children's achievements and progress.

Care, support and guidance: Excellent

The care, support and guidance given to pupils are outstanding. Pupils' lifelong learning skills, such as, perseverance, independence and an ability to work with others are promoted very effectively. Pupils are encouraged to take responsibility, show initiative and develop an understanding of living in a community. They consider their own feelings and those of others in school and the wider community. As a result, the school ethos is very positive and enables pupils to flourish and makes a significant contribution to their progress. Pupils' personal, moral, cultural and social development is developed very successfully. Pupils' spiritual development is developed appropriately.

There are clear policies, schemes of work and well-embedded arrangements for promoting healthy living and pupils' emotional and physical wellbeing. The school has recently been awarded the National Quality Award (NQA). This award focused on how well the school fostered and promoted pupils' emotional and physical wellbeing.

Pupils that join the school mid-year receive very good support and guidance from the 'Welcome Group'. This initiative successfully helps new pupils settle quickly into school routines. There are effective transition arrangements for pupils in Year 6 with the secondary school.

External agencies and specialist services work in very effective partnership with the school, ensuring that pupils' needs are met well. The school works closely with behaviour support services, for instance, in order to provide timely and appropriate support for pupils and their families. The school has procedures and an appropriate policy for safeguarding.

Provision for pupils with additional learning needs is good. The school has well organised systems to identify and support these pupils. Individual educational plans are comprehensive and set out suitable targets for improvement that are reviewed on a regular basis.

Learning environment: Excellent

The school has a calm and welcoming ethos that provides pupils with a very safe and supportive learning environment. Pupils participate fully in the life of the school, whatever their needs or circumstances. Classrooms are well organised and wall displays provide a bright and stimulating learning environment.

The school makes outstanding use of its local environment with visits to forest school and the local beach. The school site is spacious and provides a diverse learning environment with a variety of designated areas, such as a bird hide, planting area, an all-weather running and cycle track and adventure playground. The outdoor environment, both on and off-site, provides high-quality learning experiences for all pupils. These experiences have impacted significantly upon pupils' wellbeing, physical development, scientific knowledge and sense of responsibility.

The buildings and outside areas are very well maintained, litter free and in good condition. A programme of expenditure linked to the school improvement plan ensures ample, high quality resources, well matched to pupils' needs, particularly resources for information and communication technology.

Key Question 3: How good are leadership and management?	Good
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Leadership: Good

Leaders have a clear vision for the school and promote very successfully the school motto of, 'Be all they can be'. They have clearly defined roles and responsibilities and work together well as a team to lead the school.

Leaders have established a strong culture of school improvement. They analyse and interpret data very well and this enables them to clearly identify the school's strengths and shortcomings and to set appropriate targets for improvement. Leaders actively challenge everyone to improve through, for example, effective performance management systems and support for new members of staff. The work of the relatively new deputy headteacher has impacted significantly upon the development of the Foundation Phase. Staff, including support staff, regularly meet with senior leaders to discuss school improvement. While these meetings are generally effective in identifying ways to improve they do not always focus enough on pupils' standards.

Governors support the school very effectively. They are very well informed about the school's strengths and areas for improvement and provide appropriate challenge. Governors take an effective part in setting the school's vision and strategic direction and in the development of improvement planning.

The school takes appropriate account of local and national priorities. It has made good progress, for instance, in implementing the Foundation Phase, developing extensive high-quality outdoor education and in developing pupils' life-long learning skills and wellbeing.

Improving quality: Good

All staff and governors are appropriately involved in an effective cycle of self-evaluation. Self-evaluation procedures draw on a wide range of first-hand evidence and clearly identify priorities for improvement. Most teachers are appropriately involved in lesson observations, scrutiny of pupils' work and analysis of data. The school makes good use of the views of parents, pupils and governors to assess how well it is doing.

The school improvement plan focuses largely on pupil outcomes, it has suitable timescales and resources are allocated appropriately. Staff training is planned effectively and links clearly to school targets. Staff collaborate well to develop the plan. A strong feature of the school is the effective use of learning support assistants in planning school improvement. Initiatives introduced over recent years have led to improvements in pupils' standards, particularly in speaking and listening and reading. Leaders do not always, however, monitor the impact of initiatives and policies well enough to make sure that there is consistency in practice.

The school is involved with other local schools in initiatives to raise standards of pupils' reading and in the development of outdoor education programmes. These have impacted positively on pupils' standards and wellbeing.

Partnership working: Excellent

The school has a range of very effective partnerships that significantly enhance the ethos of the school and the lives of the pupils. They make an excellent contribution to raising standards and supporting pupils' wellbeing.

Partnerships with the Pembrokeshire Coast National Park Authority and Sport Pembrokeshire have been highly significant in the development of outdoor education in the school. This has raised standards of pupils' wellbeing, physical development and scientific awareness. The school provides high-quality support for the development of outdoor education in other local schools.

Pupils' awareness and understanding of global issues are successfully developed through its partnership with 'Fairtrade' organisations. Pupils' interest in the world outside the school is further fostered through the school's support for German exchange students and its partnership links with the Dominican Republic. The school works well with the local playgroup and has provided support in developing its planning and assessment arrangements. This has resulted in raising children's level of skill on-entry to school and in improving communication with new parents.

Almost all pupils transfer to secondary education in a neighbouring authority. The schools liaise well and have developed appropriate transition arrangements. The school also links with its cluster of schools in its local authority. This has resulted in appropriate moderation and standardisation procedures for pupil assessment at the end of the Foundation Phase and key stage 2.

Resource management: Good

The school manages its staff and resources well. Teachers and support staff are deployed effectively to support learning across the school. All staff receive appropriate training linked to school improvement objectives. For instance, learning support assistants have recently attended training to develop their Welsh language skills in response to a target to improve bilingualism in the school. This has improved the provision for Welsh.

Senior leaders prioritise spending effectively, according to the identified needs of the school. Together with governors, they review the impact of spending to ensure that any money spent benefits pupils, such as the development of the high-quality outdoor areas. The school manages teachers' planning, preparation and assessment time well.

In view of the effective use the school makes of its funding and the good outcomes achieved by most pupils, the school provides good value for money.

Appendix 1

Commentary on performance data

In key stage 1, pupils' performance in the core subject indicator, the expected level in English, mathematics and science, fell below family averages in 2009 and 2010. In 2011, this improved and pupils' performance was above the family average. Standards over time at the expected level (level 2) and at the higher level (level 3) in each individual core subject show improvement and are generally in line with or better than family averages. However, there is a significant difference in the performance of boys and girls at the higher levels with girls regularly outperforming boys in reading, writing, mathematics and science.

In key stage 2, pupils' performance in the core subject indicator, the expected level in English, mathematics and science, is generally similar to or better than family averages. Standards over time at the expected level (level 4) and above (level 5) in each individual core subject are variable. Pupils' performance in English at the expected level is generally in line with or above the family average. However, with the exception of 2011, pupils' performance at the higher level in English has been consistently below the family average. Pupils' performance at the expected level or above in mathematics and science is generally above family averages. In 2011, both boys and girls did less well than their peers in the family at the higher level in oracy and writing although they did significantly better in reading. Girls significantly outperformed boys at the higher level in mathematics in 2011.

The school results do not always compare favourably with those of schools in similar circumstances across Wales. This is because the school's low free school meals figure places it in a group of schools where almost all or all pupils attain the expected level. This means that if one or two pupils fail to attain the expected level the school finds itself regularly in the lower 50% of schools.

In 2011, when compared to the situation in schools in similar circumstances across Wales, pupils' results in key stage 1 in English at the expected level and above placed the school in the higher 50% but not the highest 25%. Pupils' results at the expected level in mathematics and science placed it in the lower 50%. However, these results were off-set by pupils' attainment at the higher level where the school's results placed it in the higher 50% of schools. Pupils' mathematics results at the higher level have consistently placed it in top 25% of schools.

In 2011, pupils' results in key stage 2 placed the school in the higher 50% of schools in English and mathematics and amongst the best performing schools in science when compared to schools across Wales. Over the last two years, pupils' attainment at the expected level has improved in English and science, with a clear trend of improvement at above the expected level in science over four years.

Appendix 2

Stakeholder satisfaction report

Learner questionnaires

One hundred pupils in key stage 2 completed the questionnaire. Inspectors also talked to individual pupils and representative groups of pupils across the school.

All pupils:

- feel safe in school;
- believe that the school teaches them how to keep healthy;
- have lots of chances to get regular exercise; and
- believe that are doing well in school.

Almost all pupils:

- feel that the school deals well with bullying;
- know whom to talk to if they are worried or upset;
- believe that teachers and other adults help them to learn and make progress;
- know what to do and whom to ask if they find work hard; and
- have enough books, equipment and computers to do their work.

Most pupils:

- think that homework helps them to understand and improve their work in school;
- believe that other children behave well; and
- feel that nearly all children behave well at playtimes and lunch times.

Pupils' views are more positive than the views of pupils in other schools across Wales.

Parent questionnaires

Seventeen parent or carers attended the parents' meeting and thirty parents or carers completed the questionnaires.

All parents or carers feel that:

- their child was helped to settle in well when they started in school; and
- teachers expect their child to work hard and do their best.

Most parents or carers are satisfied with the school and feel that it is well run. They also state that:

- their child likes the school and is making good progress;
- pupils behave well;

- teaching is good and staff treat children fairly and with respect;
- homework builds well on what their child learn in school;
- the school encourages their child to be healthy and to take regular exercise;
- they are kept well informed about their child's progress and feel that their child receives appropriate additional support in relation to any particular needs;
- they understand the school's complaint procedures; and
- the school helps their child to become more mature and prepares them well for moving on to the next school.

Many parents or carers state that:

- they feel that their child is safe; and
- they are comfortable in approaching the school with questions, suggestions or a problem.

The views of parents and carers are generally in line with the views of other parents or carers across Wales.

Appendix 3

The inspection team

Beverley Jenkins	Reporting Inspector
Richard Hawkley	Team Inspector
Helen Adams	Lay Inspector
Louise Evans	Peer Inspector
Kevin Phelps	School Nominee

Copies of the report

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

Under the Independent School Standards (Wales) Regulations 2003, the school must provide copies of the report to all parents of the school. Where a pupil is subject to placement by a local authority, a copy of the report should be sent by the school to each relevant authority.

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' (FPR) refers to the year group of pupils in a primary school who reach the age of five during the academic year. FYear 1 refers to the year group of pupils who reach the age of six 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	FPR	FPY1	FPY2	Y3	Y4	Y5	Y6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

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

The four key stages cover the following year groups:

Foundation Phase	Reception, 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

Glossary of terms – Primary

National Curriculum

Expected National Curriculum levels

- By the end of the key stage 1, at the age of seven, learners are expected to reach level 2 and the more able to reach level 3.
- By the end of the key stage 2, at the age of eleven, learners are expected to reach level 4 and the more able to reach level 5.

Core subject indicator in all key stages

The core subject indicator relates to the expected performance in English or Welsh first language, mathematics and science, the core subjects of the National Curriculum. Learners must gain at least the expected level in either English or Welsh first language together with mathematics and science to gain the core subject indicator.

All-Wales Core Data sets

Schools and local authorities may refer to performance relative to their family of schools. These families of schools have been created to enable schools to compare their performance to that of similar schools across Wales. Families include schools with similar proportions of pupils entitled to free school meals, living in 20% most deprived areas of Wales, having special education needs at school action plus or statemented and with English as an additional language acquisition less than competent.