



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

A report on

**Cleddau Reach VC Primary School
Deerland Road
Llangwm
Haverfordwest
Pembrokeshire
SA73 4NG**

Date of inspection: June 2019

by

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

About Cleddau Reach VC Primary School

Cleddau Reach VC Primary School is in the village of Llangwm, near Haverfordwest, in Pembrokeshire local authority. There are 230 pupils on roll, aged from 3 to 11, including 40 who attend the nursery either on a part-time or full-time basis. There are eight single-age classes in the school. All pupils are of white British ethnicity and speak English. Very few pupils speak Welsh at home.

The three-year rolling average of pupils who are eligible for free school meals is a little over 7%. This is well below the national average of 18%. The school identifies around 10% of pupils as having additional learning needs. This is significantly lower than the national average of 21%.

The headteacher took up his post in September 2010 and the school's last inspection was in September 2012.

Estyn does not inspect religious education or the religious content of collective worship when it is a school with a religious character. Instead, the governing body is required to arrange for religious education and collective worship to be inspected separately.

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

The school provides a secure environment in which pupils feel safe, happy and eager to learn. Pupils are attentive, caring and considerate towards each other. They are curious and ambitious and have positive attitudes towards their learning. Their behaviour in and around school is excellent. The curriculum is rich, broad and balanced and most teachers have suitable expectations of what pupils can achieve and set appropriately challenging tasks for them. As a result, most pupils develop their literacy, mathematical and information and communication technology (ICT) skills well. The quality of pupils' learning experiences in the foundation phase is very high. The leadership team focuses well on establishing an ethos in which most pupils achieve well. The governing body supports the school well and ensures that its resources and budget are managed efficiently.

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

Recommendations

- R1 Strengthen self-evaluation processes to better identify areas for improvement in teaching and learning
- R2 Provide further opportunities for pupils to develop their extended writing skills in key stage 2
- R3 Ensure that all staff have appropriately high expectations of pupils that are more able and meet their needs with suitably challenging learning experiences
- R4 Improve the effectiveness of teachers' feedback to pupils' work in key stage 2, so that they have a sound understanding of what they need to do to improve their skills

What happens next

The school will draw up an action plan to address the recommendations from the inspection.

Main findings

Standards: Good

Most pupils start school with well-developed communication skills. Throughout the school, most pupils listen attentively to their teachers' instructions. They use eye contact and body language appropriately when discussing their learning with a partner and share ideas well in classes, respecting each other's viewpoints.

Pupils' speaking skills develop well as they move from one class to the next. They express their ideas sensibly, choosing their words carefully. Throughout key stage 2, most pupils speak clearly and confidently. They use specialist vocabulary effectively when discussing their work on the solar system, for example. By the end of the key stage, many pupils are very articulate.

By the end of the foundation phase, most pupils read well for their age. Younger pupils handle books appropriately and talk about what is happening in pictures. They acquire a sound understanding of the relationship between letters and sounds. They use a good range of skills to decode unfamiliar words and use their context to deduce their meaning. They read with expression and discuss the author and characters of their reading books confidently. Many use non-fiction books effectively when researching facts about lions and other wild animals. In key stage 2, most pupils' reading skills develop well. They read aloud with lively intonation and have a sound understanding of the text, using inference to read between the lines. Older pupils use non-fiction books and the internet competently to research facts for their topic work on Richard III, for example.

Most pupils in the foundation phase make good progress in developing their writing skills. Nearly all develop a good standard of handwriting and present their work well. All pupils draft, redraft and extend their writing, such as when they write a newspaper report on the Three Billy Goats Gruff. Throughout the school, most pupils recall previous learning well and apply their literacy skills effectively across the curriculum. In key stage 2, most pupils spell accurately, using their phonic knowledge well. Most punctuate their writing skilfully, using paragraphs and speech marks correctly to make their meaning clear. Many write in a range of genres, matching their style according to their purpose for writing and their intended audience. They use vivid vocabulary when comparing the wartime blitzes on Cardiff and Swansea. However, pupils do not produce extended pieces of imaginative writing often enough and many do not present their work neatly.

Through the school, nearly all pupils develop their mathematical skills well. In the foundation phase they develop a sound understanding of number, measures and space. In key stage 2, many pupils have quick and accurate recall of number facts, enabling them to perform mental calculations securely. Many pupils in key stage 2 work systematically and accurately in mathematics and apply a limited range of numeracy skills across the curriculum. One example of when they do this appropriately is when they investigate the effect of air and water on downward forces, when they measure accurately and record carefully. This enables them to present their findings clearly in a graph.

Most pupils develop their skills in ICT well. In the foundation phase, most pupils use computers to practise their numeracy and spelling skills and to write and send emails safely. Older pupils research the 1960s on the internet and make imaginative audio-visual presentations of their visit to an outdoor pursuits centre. They develop their ICT skills well to communicate information, to present data and to model different scenarios, such as when they use a spreadsheet when investigating the absorbency of various materials.

A majority of pupils show a willingness to speak Welsh. By the end of the foundation phase, a majority of pupils respond appropriately to simple questions and instructions, for example, when stating the colours of recycled plastic items. In key stage 2, most pupils use appropriate sentence structures when writing in Welsh, for example when describing the weather or the life of an evacuee. By Year 6, many show a suitable understanding when reading a simple Welsh text. When speaking, they use short phrases relevant to a topic, for example when talking about their interests and families. However, they have a limited range of vocabulary, speak hesitantly and with variable pronunciation.

Wellbeing and attitudes to learning: Good

Nearly all pupils feel safe in school and know where to get help and support if they require it. They understand the need to be careful when using the internet and know what to do if they have any concerns. For example, the e-safety group promotes safer internet day, and works in collaboration with an e-safety link governor. Nearly all pupils make sensible decisions about leading a healthy lifestyle. For example, pupils in Year 2 design healthy breakfasts and Year 5 pupils run a daily healthy fruit tuckshop. Many pupils benefit from and prove success in a good range of extra-curricular physical activities that promote their physical wellbeing and self-esteem well. For example, the cricket team has represented Pembrokeshire at the Welsh finals. Pupils in upper key stage 2 lead the daily exercise group in breakfast club and the whole school takes part in a charity running fund-raising event.

All pupils show care and consideration for each other and behave very well in classes and around the school. They are courteous and welcoming to adults and visitors. This is a particular strength of the school. Nearly all pupils have a positive attitude towards their learning and take great interest in their work. For example, pupils in Year 6 talk animatedly about their Second World War homework project. Nearly all pupils sustain concentration, engage well in tasks, and remain purposeful. They are resilient and seek solutions to problems when they face difficulties, using a range of useful self-help strategies. In their homework choices and in their 'genius hour' projects, many pupils show curiosity, creativity and ambition to produce quality work in areas of their own choosing. Most pupils develop their independent learning skills suitably. However, pupils that are most able do not develop these skills to the level at which they are capable.

Many pupils take an active part in the life of the school through serving on various committees. They carry out their responsibilities conscientiously, such as when planning 'Green Day' to promote awareness of environmental issues, and when campaigning for safer parking within the school grounds. The Criw Cymraeg meet regularly with other school groups and take a lead on actively promoting the use of the Welsh language. A small number of pupils in Year 2 support others well to recognise and develop their resilience as part of the Mindset Troop. In turn, nearly all pupils take on the responsibilities of Helpwr Heddiw role diligently.

Pupils' attendance has improved over the last year. However, attendance rates for three of the past four years place the school in the lower 50% when compared with similar schools. Nearly all pupils arrive in school on time.

Teaching and learning experiences: Good

Nearly all teachers plan lessons well and generally take good account of the wide range of most pupils' needs and abilities. They are beginning to prepare for curriculum reform by making links in their planning to developing pupils as ambitious, confident, and capable learners.

The practice in the foundation phase adheres closely to fundamental principles and provides pupils with rich, engaging and stimulating tasks. Teachers develop pupils' independent learning skills well, giving them plenty of opportunities to choose what and how they learn, and whether they need to consolidate skills in readiness for an independent task. In the foundation phase and lower key stage 2, teaching is consistently effective. Teachers take account of the transition from foundation phase well and provide rich and well-planned independent activities that consolidate the skills pupils have learned. In these very effective classes, teachers are skilful in the way they design activities, ask pupils questions and explain concepts. However, a few teachers in key stage 2 do not have high enough expectations of what pupils are capable of and do not consistently challenge them to perform as well as they can.

Most teachers provide pupils with useful feedback on their work. However, this is not consistent across the school. In key stage 2, written feedback tends to be too congratulatory and does not help pupils to improve their work or indicate what their next steps should be.

Teachers generally plan a rich, broad and balanced curriculum for pupils, ensuring that they have suitable experiences in all learning areas and subjects. The curriculum takes good account of the literacy and numeracy framework. Planning for the development of pupils' oracy and reading skills is good. However, teachers do not always provide pupils with enough opportunities to practise their extended imaginative writing skills. The school has recognised this and is taking steps to address this shortcoming. Arrangements for developing pupils' mathematical skills are effective and many older pupils perform at higher-than-expected levels. However, a few teachers in key stage 2 do not always provide pupils with enough opportunities to apply the full range of numeracy skills of which they are capable.

Teachers take good account of the digital competency framework, giving pupils plentiful opportunities to apply these skills across the curriculum. Most teachers provide pupils with regular opportunities to develop their Welsh language skills in lessons.

Care, support and guidance: Good

The school has a very caring and inclusive atmosphere where staff know pupils well and help them to feel safe and secure in their learning environment. There is a high emphasis on mutual respect and good behaviour. This is a particular strength of the school. The school provides pupils with plentiful opportunities to contribute to decisions affecting the life of the school. For example, the school council has suggested ways in which safety in the car park can be improved.

The school has appropriate arrangements to promote healthy eating and drinking and provides pupils with many opportunities to be physically active. It has an appropriate programme to teach pupils about substance misuse and environmental issues, such as safe recycling of plastics as part of Green Day and provides pupils with an appropriate sex and relationships curriculum.

The school develops pupils' moral and social development effectively. The school's golden rules are clear, and pupils follow them well. Consequently, the school is a well-ordered community. The school develops pupils' understanding of their culture and their local communities successfully through regular Welsh assemblies and St David's Day events and by involvement in a wide range of events across each of the three local communities. The school participates in various events that contribute to promoting pupils' cultural development well. For example, the school has won awards for film-making, and holds eisteddfodau to encourage pupils to take part in the arts. The school choir performs at local venues and pupils participate in archaeological digs and in the local literacy festival.

The school tracks and monitors pupils' progress suitably, maintaining a clear overview of the progress that groups and individuals make through regular data reviews. This helps to identify pupils who require additional support or extra challenge with their learning. However, teachers' assessments of pupils that are most able do not always result in provision that matches their abilities closely enough. Intervention programmes support pupils with additional learning needs well, and staff monitor these regularly to ensure that they make appropriate progress. The school is making suitable arrangements to prepare for forthcoming statutory reforms in terms of support for pupils with additional learning needs.

The school has well-established and productive relationships with parents. Parents support their children well and are confident to raise any issues that may affect their child's development and wellbeing. As a result, pupils benefit from a positive home-school relationship.

Arrangements for safeguarding pupils meet requirements and give no cause for concern.

Leadership and management: Good

The experienced headteacher has a clear vision that underpins the school's inclusive and caring ethos. He has high expectations of all pupils and has forged a very warm ethos where pupils feel happy, safe and secure.

Senior staff share many leadership responsibilities suitably and are beginning to have a positive effect on pupils' progress. For example, the provision in the foundation phase is high quality and has been recognised as a model of good practice, which has been shared with other schools within the county. Members of the senior leadership team are now extending features of this provision into key stage 2 classes, which is assisting the school in preparing for the forthcoming new curriculum for Wales. Overall however, not all members of the senior leadership team make equally valuable contributions to school improvement priorities.

The governing body supports the school well. Members are proud of the school and are committed to school improvement. Many governors know the school well through regular visits and learning walks and use assessment data to evaluate pupils' progress and to identify strengths and areas for improvement across the school. Governors make a sound contribution to the self-evaluation process and help to set the strategic direction of the school.

The self-evaluation procedures focus well on raising standards and improving outcomes for pupils and include a wide range of external assessments to evaluate its progress in developing specific aspects of its provision. In evaluating the quality of teaching and learning, leaders use direct evidence from a range of sources such as lesson observations and listening to learners. However, their evaluation of the quality of teaching and learning is not always accurate or rigorous enough. For example, they did not identify that the expectations of a few teachers in terms of what pupils who are more able can achieve are not high enough. Findings of self-evaluation inform the priorities within the school improvement plan suitably. The school improvement plan is detailed, clearly organised and is a useful tool in bringing about improvements. Priorities are generally relevant and focus appropriately on improving outcomes for pupils.

Across the school, staff support one another's professional development well. They work closely as a team, sharing good practice within the school and taking opportunities to develop their skills and understanding through training and visiting other establishments. Arrangements to induct newly appointed staff are effective. Arrangements to manage the performance of the staff are appropriate and lead to relevant targets for improvement.

Leaders deploy resources and manage the school's budget efficiently. For example, they target additional funding to support pupils with additional learning needs appropriately. They make good use of the pupil development grant to develop the literacy, numeracy and emotional skills of pupils who are eligible. As a result, pupils that are eligible make good progress from their starting points.

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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