



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

**Report following monitoring  
Level of follow-up: Significant Improvement**

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

**Date of visit: November 2019**

**by**

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

## Outcome of visit

Saundersfoot Community Primary School is judged to have made sufficient progress in relation to the recommendations following the most recent core inspection.

As a result, Her Majesty's Chief Inspector of Education and Training in Wales is removing the school from the list of schools requiring significant improvement.

## Progress since the last inspection

### **R1. Ensure that all pupils make the progress of which they are capable in the development of their skills**

Leaders have ensured that all staff have the knowledge and skills to support pupils to make good progress as they move through the school. For example, they have provided training for teachers to give them an improved understanding of pupil performance information. As a result, teachers analyse and use assessment information more effectively. This has increased their understanding of what pupils can already do and the next steps in their learning. The comparison of pupils' non-verbal assessments with their reading and number attainment has helped to raise teachers' expectations of what pupils should achieve. The school has a detailed tracking system that leaders and teachers use well to monitor the progress that pupils make. Staff set targets for pupils that aim for them to make accelerated progress from their starting points. Teachers use the tracking system effectively to help to identify pupils who do not make expected progress and pupils who make better than expected progress. This helps them to match tasks and activities purposefully to pupils' stages of development. Teachers understand that they are accountable for the progress that their pupils make in the development of their skills.

School leaders hold regular meetings with individual teachers to review the progress that pupils make. During these meetings, staff provide evidence of pupils' classroom work that matches the assessments in the school tracking system. Discussions focus on pupils who are not making the progress expected of them and plans are put in place to support these pupils. As a result of this work, the professional dialogue around pupil performance has improved and teachers are more analytical in their use of performance data. For example, they have a better understanding of how different groups of pupils across the school achieve.

The headteacher provides robust challenge to teachers about the progress that pupils make through the school's performance management processes. Objectives link well to the school's priorities to improve pupils' literacy and numeracy skills and their abilities to apply these across the curriculum. Leaders report the progress that the school makes in improving pupils' skills regularly to the governing body and at meetings with local authority advisers.

Most pupils' skills in reading, writing and numeracy have improved. In reading, many pupils draw on a range of strategies to support their understanding of texts. For example, they make predictions about what might happen in stories and use their research skills to locate information and summarise the main points. Many pupils write for a wide range of purposes in their English work and across the curriculum. Most pupils make good use of their numeracy skills to solve real-life problems, for example when investigating how their pulse rate changes after exercise. However, across key stage 2, a few pupils have gaps in their literacy and numeracy skills from weaker teaching over time. The school has sound processes in place to address this issue.

## **R2. Ensure that all staff carry out the agreed actions to bring about school improvement**

All staff have an improved understanding of their role in school improvement. Leaders and teachers have developed an agreed set of actions that all teachers implement consistently. Currently, these include approaches to the teaching of reading, extended writing, mathematics and assessment for learning.

The headteacher has ensured that responsibilities are shared effectively amongst staff. Teachers and learning support assistants understand these responsibilities well. They have had valuable professional development opportunities to help them to carry out their roles effectively. These include support from the local authority advisory team to improve the teaching of reading and mathematics and visits to other schools to observe good practice. Staff have used these opportunities successfully to improve learning and teaching. For example, following a visit to another school, teachers changed the way they organised provision in the foundation phase, increasing the opportunities that they provide for pupils to develop independent learning skills.

The headteacher and senior leaders provide effective support to teachers to enable them to carry out agreed school actions. For example, an objective for all teachers' performance management is to carry out the actions that have been agreed for literacy, numeracy and assessment for learning. As a result, there is consistency across the school in the way that teachers develop pupils' skills in these areas. A cycle of robust monitoring helps to ensure that all staff implement these agreed actions. Staff have a better understanding of the professional standards for teaching and their individual accountability for improving outcomes for pupils. As a result, they have more professional attitudes towards their roles within the school.

Leaders and teachers have sound processes in place for bringing about improvements. These have been successful in improving pupils' reading, writing and number skills. This process provides a good model for improving aspects of the school's work that still require improvement.

### **R3. Improve the quality of teaching**

Across the school, most teachers have improved the quality of their classroom practice. They ensure that most lessons proceed at a good pace, adapt work to meet pupils' needs and challenge pupils appropriately. Nearly all teachers work collaboratively to plan and share their ideas and improve the learning experiences for pupils successfully. They have high expectations that their pupils will work hard and try to do their best. Nearly all teachers provide good opportunities for pupils to have a say in what and how they learn. For example, in the nursery class, pupils asked to learn more about goats after reading *The Three Billy Goats Gruff* and were amazed when three Angora goats arrived at school from a nearby farm. As a result, most pupils behave very well and work enthusiastically.

In many numeracy and literacy activities teachers match the tasks appropriately to pupils' different levels of ability. However, in a few instances, teachers provide less able pupils with tasks and activities that do not match well to their ability and skill development. Most teachers provide good opportunities for pupils to work independently and collaboratively, for instance, when researching and collating information. In Year 4, groups of pupils role play archaeologists finding the remains of Richard the Third and describe their work articulately to the class. These activities provide good opportunities for pupils to develop their social and communication skills.

Recent lesson observations identify many improvements in teaching practice, for example the provision of real-life learning contexts to develop pupils' skills. In the very few sessions where shortcomings are identified, the headteacher provides immediate feedback and support to enable individual teachers to improve.

### **R4. Improve the quality of feedback to pupils to ensure that they move forward appropriately in their learning**

School leaders have revised the school's assessment policy and all staff have worked hard to develop a consistent approach to providing feedback to pupils, using pink for think and green for good. Nearly all pupils understand this system and can explain the purpose of the different colours. In nearly all classes, teachers have improved the quality of the feedback that they give pupils. For example, they provide constructive written comments on pupils' literacy and numeracy work. This feedback helps pupils to understand how well they are achieving and what they need to do to improve. In addition, across the school most teachers assess pupil's understanding effectively through skilful questioning during lessons.

The school has introduced a variety of worthwhile strategies for pupils' to assess their own progress. For example, the introduction of morning 'response sessions' provides pupils with valuable editing time to refine and redraft their own writing or to correct errors made when working out mathematical problems. Pupils value this time to consider the feedback, make changes and improve their work. By the end of the foundation phase, most pupils respond to feedback carefully and have a good

understanding of the feedback process. Older key stage 2 pupils report that success criteria and the use of bronze, silver and gold challenges help them to revise and extend their own work. Overall, both staff and pupils are becoming more reflective about pupils' work. Many pupils are starting to assess the work of their peers, however, this is at an early stage of development.

#### **R5. Ensure that teachers implement agreed curriculum planning to support the systematic development of pupils' skills as they move through the school**

School leaders and teachers have worked closely with local authority advisers and other schools to improve and develop the curriculum. All teachers implement curriculum plans effectively and there is a consistent approach to the systematic development of pupils' skills throughout the school. This has had a positive impact on improving the standards of teaching and learning across the school. Whole school planning focuses well on developing pupils' literacy and numeracy skills and providing opportunities for pupils to use these skills in their work across the curriculum. Teachers provide exciting, relevant learning experiences that engage nearly all pupils successfully. For example, in foundation phase teachers have enhanced their approaches to the use of indoor and outdoor learning and make effective use of these spaces to encourage imaginative and creative learning through play.

Senior leaders monitor teachers' planning weekly and provide useful feedback to teachers on any areas for improvement. They track pupils' progress in their skill development rigorously. Regular review meetings between leaders and staff enable teachers to focus on how well pupils are doing. For example, they identify pupils who require additional challenge and arrange intervention and support for less able pupils. Monitoring activities, including scrutiny of pupils' work and listening to learners, show that pupils' standards in literacy and numeracy are improving well across the school. Teachers have put in place schemes of work to improve pupils' skills in other areas of the curriculum including Welsh, ICT and science. However, this work is at an early stage of development and has not yet had a significant impact on pupils' achievement.

#### **R6. Continue to improve communication and co-operation among staff at all levels**

Collaborative working at all levels has improved since the core inspection. There is closer working between teachers and governors. This has helped to ensure that governors have a greater understanding of the school's work. As a result, governors provide more effective challenge to the school's leaders about important aspects of its work including the outcomes that pupils achieve and the quality of teaching.

Leaders make good use of electronic systems to provide staff with relevant information about the life and work of the school. They have developed an annual plan that sets out key events in the school's year, for example when specific

monitoring and evaluation activities will take place. Leaders share an electronic memorandum each Monday morning providing details of events and important notifications for staff. As a result, all staff are better informed about the school's work.

The headteacher and senior leaders' decision to focus initially on improving pupils' reading, writing and numeracy skills has had a positive impact on developing co-operation amongst staff. Teachers and learning support assistants have worked together purposefully to implement new approaches to improving pupils' skills in these areas. This has resulted in a supportive and helpful ethos in the school where staff are happy to give and receive help.

The headteacher has managed the changes at the school thoughtfully. He has been consistent in his expectations that all teachers will take part in the school's improvement journey. However, he has been aware of the need to pace the changes appropriately to make sure that all staff understand and share his aims and aspirations for the school. As a result, there is now a purposeful working culture at the school. Teachers and learning support assistants know that their work is valued and are committed to achieving the best outcomes for their pupils.

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