



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**

**Coastlands County Primary
Trewarren Road
Haverfordwest
Pembrokeshire
SA62 3SZ**

Date of visit: January 2020

by

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

Outcome of visit

Coastlands 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. Raise standards in Welsh second language

Leaders have ensured that all teachers have received purposeful training and all are now aware of their role in ensuring the progression and continuity of pupils' Welsh language skills across the school. They plan lessons with appropriate challenge. Leaders have provided all staff with opportunities to work in groups to develop best practice. Teachers have benefited from working with teachers from other schools identified, by the regional consortium, as demonstrating effective practice. As a result, teachers have a good understanding of best practice and many are starting to demonstrate aspects of this within their lessons. However, not all teachers use Welsh consistently enough outside of Welsh lessons.

The school makes effective use of initiatives such as 'Disgybl Dirgel' (Welsh Detective) to promote Welsh throughout the day. The Criw Cymraeg help to raise the profile of the Welsh language well. They lead regular assemblies, give prizes for the use of Welsh outside of the classroom and lead games on the yard.

By the end of the foundation phase, many pupils have a suitable understanding of a satisfactory range of words and phrases. Many ask and respond to simple everyday greetings and expressions, such as asking who someone is and how they are. They talk about day-to-day events, such as the weather confidently, extending their sentences well using connectives. However, few pupils respond to questions using the negative confidently. Most pupils count to 20 accurately, but very few go beyond this independently. A majority of pupils use a suitable range of full sentences, such as those asking whether others have a pet.

By Year 6, many pupils achieve a good standard in their Welsh language skills. They use a purposeful range of sentences in the present and past tense. More able pupils are beginning to use sentences in the past and future tense well. For example, many pupils can say where they went last weekend', while a few can say where they will go next week. Many pupils share information about themselves and their family effectively using an appropriate range of sentence patterns, such as saying where they live, whether they have brothers or sisters and pets. They express their likes and dislikes competently, and a few more able pupils extend their answers with reasons for their preferences.

R2. Improve the quality of teaching and assessment so that pupils in all classes have work that challenges them appropriately

The headteacher has maintained a clear focus on improving the quality of teaching and developing the significant number of new teachers at the school. She has ensured that all teachers have access to purposeful professional development, coaching and support. Leaders make effective use of performance management processes to address underperformance in teaching and to ensure that all teachers aspire to provide high quality learning. As a result, the new teaching staff are developing a useful understanding of the features of good teaching. Generally, they are beginning to use this information successfully to engage and challenge pupils in lessons.

All teaching staff have created stimulating and interesting learning environments where nearly all pupils are keen to learn. They engage pupils well and, where practice is strongest, have very high expectations of what pupils can achieve and challenge them effectively. Teachers form positive relations with the pupils in their classes, manage their behaviour effectively and treat all with appropriate respect. As a result, many pupils make good progress in learning. While teaching has improved notably since the core inspection, a minority of lessons still do not challenge and engage all pupils.

All teachers develop pupils' skills well through purposeful questioning. They generally provide suitable opportunities for pupils to discuss their work and they use open-ended questions to test and to improve pupils' understanding. In many lessons, practitioners consider pupils' previous learning appropriately and plan further activities at an appropriately challenging level. However, the majority of teachers do not use formative assessment strategies consistently enough.

Leaders have introduced a tracking system to monitor the progress of all pupils. Staff have received worthwhile training in the use of the system, and leaders ensure that they have regular opportunities to assess and record the pupils' progress. In most cases, leaders challenge and review the information carefully to ensure its accuracy. The headteacher scrutinises the information purposefully to identify where pupils are progressing well, highlight areas of concern and prioritise actions for improvement. Staff take part in pupil progress meetings each term and use the tracking system to monitor progress and prepare 'class at a glance' sheets that provide a quick, visual way of tracking pupils and identifying how to support those who are not making expected progress. These effective processes help to ensure that many pupils make strong progress.

R3. Strengthen leadership and management at all levels and develop the governing body's role as a critical friend

The headteacher leads the school with focus and energy. She has developed an ethos where all teachers work well as a team and share their strengths and areas for

improvement openly and honestly. All teachers contribute usefully to whole school improvement initiatives, for example in leading strategies to improve pupils' number skills. They feel valued, and are proud of the positive contribution that they make to school life.

Leaders support others to improve conscientiously, and identify and tackle areas for improvement diligently. For example, they ensure that staff benefit from a broad range of purposeful professional learning to help them to improve pupils' writing skills. As a result, many pupils write effectively. Leaders use performance management processes purposefully to ensure that all staff work towards whole school improvement goals efficiently.

Governors have a strong understand of their role, and support and challenge leaders ably. They take part in an effective range of self-evaluation activities that allow them to gain valuable first-hand knowledge of the quality of provision and standards in the school. They use this information carefully to question and challenge leaders, and to help set the strategic direction for the school. For example, on completing learning walks with leaders they question skilfully how leaders can address the issues they identify. As a result, governors have an effective understanding of the school's strengths and areas for improvement, and act capably as critical friends.

R4. Develop the self-evaluation process so that it focuses rigorously on raising standards and improving the quality of provision

Leaders have set in place a systematic and comprehensive timetable of self-evaluation procedures. They involve all teachers and governors in a broad range of purposeful activities that allow them to evaluate standards and provision effectively. For example, leaders, teachers and the governing body undertake a beneficial range of learning walks that allow them to scrutinise provision successfully. As a result, they gather a wide range of information about the school's work and use this well to plan priorities for improvement carefully. For example, they identify well the need to strengthen pupils' number skills.

The headteacher maintains a highly effective online system that allows teachers and governors to view and scrutinise a wide range of information, such as performance data, overviews of learning walks, the scrutiny of pupils' work and listening to learners. This allows for an open and honest sharing of a beneficial range of documents that allow leaders and staff to reflect on the school's performance. As a result, they are able to identify where they need to make further improvements. For example, they identify accurately the need for further work to strengthen classroom based assessment practices, such as pupils' ability to assess their own work and that of their peers.

R5. Improve attendance

Leaders track pupils' attendance carefully, and intervene robustly and systematically when concerns arise, through a graduated system of letters and meetings. They encourage good attendance effectively and involve pupils thoughtfully to ensure that they understand the need to be in school. The school council works with all pupils to decide on challenging termly attendance targets and whole school rewards, such as a whole school movie night.

Leaders consult with parents and carers thoughtfully. This allows them to identify and address issues that affect attendance and put in place effective provision that supports good pupil attendance. For example, through consultation, leaders identified that care before and after school was an issue for parents. As a result, they were able to ensure that breakfast club began earlier. The school helps parents to take advantage of Welsh Government funding for extended hours of care for younger pupils. These positive steps support the school community and have a notable impact on attendance.

Over the last two years, pupils' attendance has improved notably. Attendance rates for the last academic year place the school in the top 25% when compared with similar schools. The number of pupils who are persistent absentees has fallen to zero.

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