



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

Report following monitoring

Level of follow-up: Estyn review

**Fenton C.P.
Portfield
Haverfordwest
Pembrokeshire
SA61 1BZ**

Date of visit: October 2022

by

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

Outcome of visit

Fenton C.P. School is judged to have made insufficient progress in relation to the recommendations following the most recent core inspection.

As a result, His Majesty's Chief Inspector of Education and Training in Wales is increasing the level of follow-up activity.

In accordance with the Education Act 2005, His Majesty's Chief Inspector is of the opinion that special measures are required in relation to this school. The school will draw up an action plan to show how it is going to address the recommendations.

Estyn inspectors will re-visit the school following receipt of the action plan, to ensure that it is suitable and likely to bring about the required improvements. Inspectors will visit the school again, in a further four to six months' time, to monitor progress in addressing a sample of the recommendations.

Under the provisions of Section 39 (9) of the Education Act 2005, every annual report to parents prepared by the governing body under Section 30 of the Education Act 2002 must include a statement on the progress made in implementing the action plan.

The Education (Induction Arrangements for School Teachers) (Wales) Regulations 2015 state that an induction period may not be served in a school requiring special measures i.e. as described in grounds 6 or 8 in section 2 of the School Standards and Organisation (Wales) Act 2013 (1). The presumption is that schools requiring special measures are not suitable for providing induction for newly qualified teachers, other than in exceptional circumstances. Therefore, schools requiring special measures should not normally appoint a newly qualified teacher (NQT) to their staff.

Progress since the last inspection

R1. Develop the newly-allocated roles and responsibilities of leaders so that they all contribute fully and effectively to delivering the school's vision and its strategic priorities

Since the core inspection, the school has reviewed and revised its staffing structure. It now has two assistant headteachers who, with the headteacher and learning resource centre manager, form the senior leadership team. The assistant headteachers have overall responsibility for standards and progress and additional learning needs and teaching and learning and curriculum innovation respectively. They are self-reflective and are in the process of defining and developing their roles to ensure that they have sufficient impact on delivering the school's vision and priorities. However, they have not received induction or specific guidance regarding their roles to maximise their impact on the strategic direction of the school. The senior leadership team does not always meet regularly to discuss important aspects of school improvement and to set the direction of the school. This has tended to limit progress towards the recommendations and does not ensure that there are timely opportunities for leaders to feedback important messages from monitoring activities

to all staff. It also means that senior leaders are working very much on their own initiative. While much of this work is beginning to have a positive impact on staff morale and confidence there is a lack of overall strategic direction to take the school forward by improving the quality of teaching and pupils' standards.

A group of four senior teachers take responsibility for aspects of the curriculum and progress towards the recommendations from the core inspection. They work together with the assistant headteachers to work towards the recommendations and to develop aspects of the curriculum. While their roles are more clearly defined than previously, there is not always sufficient time or support for them to focus on their additional responsibilities.

The staffing review led to a period of staffing instability and, as a result, around half of the teaching staff have taken up their posts in the past twelve months. During the last academic year there was considerable change of staff, particularly from nursery to Year 2. This resulted in a lack of consistency of approach and had a negative impact on the development of sound foundation learning in these classes.

Line management responsibilities are now clearer, and staff have greater awareness of their areas of responsibility. Staff have worked together to consider a range of ways to improve their leadership skills, such as how to monitor teaching and learning effectively or to deliver difficult messages constructively. However, such approaches have not been implemented consistently or sustained over time and it is too early to judge their impact on school improvement processes, particularly as many recently appointed staff have not been part of this process.

R2. Ensure that all pupils make good progress and achieve well in relation to their starting points

Staff now feel much more involved in monitoring and tracking the progress of pupils in their groups and classes. Pupil progress meetings provide useful opportunities to discuss individual pupils' needs and next steps in learning. After these meetings, many pupils have the opportunity to participate in additional support activities. These activities include helping pupils to self-regulate their behaviour, build self-esteem and/or improve their literacy or numeracy skills.

Staff use tracking systems to identify progress overtime, and these are well understood by all staff. Although a useful tool to demonstrate progress, staff do not always consider well enough if pupils are achieving in line with their ability and stage of development.

Across the school there is too much variability in the quality of teaching, and this means that pupils do not always make good enough progress from their starting points. In a few classes, particularly in terms of writing standards, staff have high expectations of what pupils can achieve.

High staff turnover and a lack of strategic planning impedes the progress of too many pupils, particularly in their mathematical development and phonological awareness. For example, younger pupils do not benefit from a consistent well understood approach to developing their phonics skills or handwriting skills.

Across the school, pupils do not build their mathematical skills progressively. Pupils often need to re visit concepts as they have moved too quickly into a representational methodology before having a good understanding of basic mathematical concepts,

such as place value and the four rules of number. This has a negative impact on the progress that pupils make.

The condition of the foundation learning environment, particularly the outside areas, give cause for concern. These outside areas are often untidy, not well resourced, and not used or planned for well enough. This means that younger pupils have too few opportunities to develop and make progress in their physical development and creative skills.

In a few instances, missions are used well to challenge older pupils' thinking and to encourage independent problem solving and learning. However, overall missions are not used well enough to support pupils' progress and the level of challenge is often very low, often involving pupils drawing, copying, and colouring.

R3. Improve the quality of pupils' writing

Staff benefited from professional learning on how to improve the quality of pupils' writing. However, the high staff turnover in the recent past has meant that not all staff have had the opportunity to participate in this learning. As a result, the writing strategy is not always implemented well enough across all classes.

From Year 4 to Year 6, pupils now write for a much wider range of purposes, and many demonstrate a good understanding of the features of different genres of writing. In these classes, teachers scaffold pupils' learning well. They build up to writing tasks by teaching the features and skills necessary for the genre, as well as modelling the intended outcomes. Many older pupils now include interesting and appropriate word choices in their work.

Younger pupils do not always benefit from building up to a writing task and teachers do not always model the features of a genre well enough. Overall, the progress younger pupils make in developing their early writing, their understanding of different types of writing and their handwriting skills is not consistent enough.

Where written and verbal feedback is used appropriately, it helps pupils to edit and improve their written work. However, this is not an embedded feature across all classes.

R4. Provide consistently good opportunities for pupils to apply and consolidate their literacy and numeracy skills across the curriculum

Teachers have considered how they can plan better to develop pupils' literacy and numeracy skills across the curriculum. They have identified opportunities in their curriculum planning to link literacy and numeracy to their thematic work. In a minority of instances this work consolidates what has been taught during mathematics and English lessons, but it does not always develop pupils' skills at an appropriate level. Many pupils talk enthusiastically about their work across the curriculum. For example, they explain how they use the features of diary writing that they have studied in their English lessons to write a diary entry for a suffragette.

Where pupils have input into what and how they learn they often identify ideas for independent work. In many instances this independent work does not challenge pupils to apply and consolidate their literacy and numeracy skills at an appropriate level to move their learning forward. The lead teacher has monitored this

recommendation and compiled a useful record of examples of where practice has been effective.

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