



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

A report on

Broad Haven C.P. School

**Webbs Hill
Broad Haven
Haverfordwest
Pembrokeshire
SA62 3JT**

Date of inspection: February 2024

by

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

About Broad Haven C.P. School

Name of provider	Broad Haven C.P. School
Local authority	Pembrokeshire County Council
Language of the provider	English
Type of school	Primary
Religious character	*
Number of pupils on roll	89
Pupils of statutory school age	79
Number in nursery classes	5
Percentage of pupils eligible for free school meals over a three-year average (The national percentage of pupils eligible for free school meals over a three-year average in Primary is 23.7%)	6.9%
Percentage of pupils identified as having additional learning needs (a) (The national percentage of pupils identified as having an additional learning need in Primary is 13.2%)	13.9%
Percentage of pupils who speak Welsh at home	0%
Percentage of pupils with English as an additional language	3.33%
Date of headteacher appointment	01/04/2015
Date of previous Estyn inspection (if applicable)	01/11/2015
Start date of inspection	05/02/2024

Data reported is sourced from the latest available Pupil Level Annual School Census. These figures may be slightly different to those observed during the inspection.

Further information is available from the Welsh Government My Local School website: mylocalschool.gov.wales

a. The term 'additional learning needs' is being used to describe those pupils on the SEN/ALN register of the school.

Overview

Broad Haven C.P. School is a caring and inclusive school where pupils feel respected and safe. Pupils enjoy school and their behaviour is excellent. They are very proud of the school and the community, and they demonstrate great care and respect for each other.

The staff have a strong sense of teamwork and support each other well. They know pupils and their families well and have positive and trusting relationships with them. Teachers provide a range of interesting and authentic learning experiences and make good use of the local area, such as visits to the beach to engage pupils successfully in their learning. Staff are good role models and develop pupils' speaking and listening skills rapidly from a young age. As a result, most pupils are articulate and engage in thoughtful discussions about their learning. Staff develop pupils reading and number skills effectively and ensure that pupils use these skills effectively in a range of learning activities. However, provision to develop pupils' writing and digital skills does not ensure that pupils always make the progress of which they are capable in these aspects of their learning.

Leaders have engaged positively with parents and the wider community to develop a shared vision for pupils' education and well-being. This underpins the positive and supportive ethos at the school. Leaders ensure that this ethos extends to staff. Governors are very supportive of the school and are beginning to develop their role as a critical friend. Leaders use a broad range of methods to evaluate the work of the school. However, this does not always focus enough on improving outcomes for pupils. The school does not meet the requirements for recording pupil attendance.

Recommendations

- R1 Use evaluation processes more effectively to improve pupils' outcomes
- R2 Improve provision to develop pupils' writing, digital and numeracy skills to ensure that they build and use these skills progressively as they move through the school and make the progress of which they are capable
- R3 Ensure that the registration of pupils' attendance meets requirements

What happens next

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

Main evaluation

Learning

Most pupils start Broad Haven CP school with skills at and above the level usually expected for their age. Nearly all thrive during their time at the school, and most, including those with additional learning needs (ALN), make strong progress from their individual starting points.

Most pupils across the school are articulate and confident communicators. They engage productively in debate and discussion, and listen carefully to their peers' ideas and opinions, as well as offering their own views. Most pupils use a broad vocabulary appropriately, for example using technical or subject specific vocabulary to discuss their learning about particular topics.

Most pupils read well. Most younger pupils get off to a good start in learning the sounds that letters make. They blend these sounds together well to decode straightforward words. By Year 2, most pupils read purposefully in a broad range of situations, for example reading aloud to their friends or reading to follow the instructions for a task or mission. Older pupils read widely, both for pleasure and as part of their studies. Most recall what has happened and predict what might happen next in a story. By Years 5 and 6, many more able pupils deduce information swiftly. They make inferences from the text, for example to identify the traits of particular characters in the class novel. However, a few pupils do not develop their advanced reading skills systematically enough.

Many pupils develop their writing skills well. Younger pupils make good use of their phonic knowledge to form words independently, using phonetically plausible spellings. By Year 2, most pupils write well. For example, they use well punctuated sentences and effective similes to describe their journey through space to visit their adopted star.

Older pupils begin to write in a broad range of text types. For example, they understand the features relating to formal letters and explanation texts and know the types of appropriate phrases and language patterns they should use in each. More able pupils write well at length, using adventurous vocabulary and choosing words and phrases for particular effect, for example to dramatise the final minutes on board the stricken Titanic. However, too many pupils do not develop their spelling and punctuation skills well enough. For example, by Year 6, they do not routinely use basic punctuation such as capital letters and full stops correctly to write sentences. A minority of older pupils do not develop their writing stamina well. As a result, they do not fully develop important points in their written work well enough.

Most pupils across the school develop strong number skills and a secure understanding of place value and calculation. The youngest pupils use a range of number facts purposefully, for example their number bonds to ten. Many pupils across the school apply their reasoning skills well, for example to reason why the length and direction of a shadow changes over the course of the day. Older pupils use the four rules of number confidently, and select appropriate methods to add, subtract, multiply and divide. However, there are fewer opportunities for them to

develop important aspects of mathematics, such as their data handling and measure skills. Pupils across the school do not always use and apply their numeracy skills to the same standard in other curriculum areas, such as science and geography.

Younger pupils have a few limited opportunities to develop their digital skills appropriately, for example using a software package to draw and create images or using programmable electronic toys. Older pupils enjoy experimenting sending messages using programmable devices, for example, and devising their own games. However, due to limitations in provision, pupils do not make enough progress in developing their digital skills.

Most pupils make steady progress in developing their skills to communicate in the Welsh language. Younger pupils are keen to practise familiar greetings and straightforward questions, for example when they have visitors to school. Older pupils develop their language patterns appropriately, for instance extending their answers using 'achos' and 'ond'.

Well-being and attitudes to learning

Pupils' positive engagement in all aspects of school life is a strength of the school. Most pupils have a clear sense of fairness and justice. They are courteous, friendly, and polite. Behaviour in class and around the school is of a consistently high standard.

Most pupils collaborate well and are respectful when working with their peers. For example, when engaging in their mission challenges they are happy to share ideas and challenge the thinking of their friends, appropriately. Most pupils enjoy school and engage enthusiastically. They are resilient learners who respond positively to the expectation that they take responsibility for their learning. They discuss their learning and progress confidently and are keen to offer ideas in relation to improving the quality of their work. Most pupils respond well to the school's mission to ensure that learning is fun, facing open ended activity and uncertainty, positively. Pupils explain that 'failure is an adventure and it's fun'.

Nearly all pupils sustain concentration for an appropriate length of time and listen to adults carefully. Pupils develop the skills of turn-taking and negotiation from an early age and continue to develop these skills usefully as they move up the school. They show interest in their work and have high levels of engagement, particularly in investigative activities and when provided with the opportunity to work purposefully in the outdoors.

Nearly all pupils feel safe and secure within the school's nurturing environment. This care and collaboration between pupils across all age groups is a result of staff successfully modelling high expectations of kindness and respect. This creates a sense of belonging where pupils trust the adults to care for them. Pupils understand how to access systems of support. Nearly all pupils know where to go and who to ask if they are worried or upset. They use practices such as 'The Tell Me Tree' to express their concerns or offer suggestions to improve the quality of their school experience. When required, pupils use the 'Quiet Room' as a safe space to share concerns, and to express their feelings. Pupils understand how adults support them when they

encounter problems or become upset. This helps the pupils to become calm, to solve problems and return to their learning.

Nearly all pupils know how to make healthy choices about their lifestyles. They eat a healthy lunch and can access water to hydrate routinely. They develop their physical skills appropriately, for example by playing team sports in games lessons, and participating in yoga classes on the beach. They also compete in a useful range of extra curricula sporting events. Most pupils are aware of how to stay safe online and know what to do and who to speak to if they see something that worries or upsets them.

Most pupils develop successfully as responsible citizens. They have a good understanding of the impact of their actions on the environment through topics such as 'Climate Injustice' and younger pupils take responsibility for caring for their learning spaces. Pupils contribute positively to the local community through a range of fund-raising events, raising significant amounts of money in support of the local animal rescue centre.

Most pupils demonstrate their strong independent learning skills wherever they have the opportunity. For example, younger pupils are keen to work in teams in the outdoors, using large scale items to create their repeating patterns. Older pupils engage in 'Messy Monday' activities where they make and test the effectiveness of their parachute models, adjusting as necessary. They respond well to questions that extend their thinking and can offer suggestions to further develop their ideas and that of their team.

Teaching and learning experiences

The school's curriculum provides engaging and exciting opportunities for pupils to learn about things that interest them.

The school has worked with the local cluster to create a curriculum that meets pupils' needs appropriately. This curriculum provides worthwhile opportunities for pupils to develop their knowledge and understanding in interesting contexts. Thoughtful topics build progressively on what pupils know already and encourage them to think and reason. There are appropriate opportunities for pupils to influence what they learn.

However, provision to develop pupils' skills does not always ensure that they build progressively on prior learning or work to the standard they could. For example, the current provision to develop pupils' digital and writing skills is not systematic enough. As a result, older pupils do not always develop these skills to a level of which they are capable.

Leaders have very recently begun to pilot a tracking system to monitor skills teaching. However, it is too early to see the impact of this work in ensuring that all pupils acquire and develop their skills progressively and incrementally.

Teachers integrate well-chosen children's literature into their topics, as a valuable stimulus for pupils' language, literacy and communication work. This provides worthwhile opportunities for all pupils to enjoy books and develop a love of reading, as well as supporting purposeful opportunities to debate and discuss, read and write.

There are many opportunities for younger pupils to make marks and write purposefully, for a variety of audiences. For example, the very youngest pupils make marks in the sand on the beach, and pupils in Years 1 and 2 write short stories. However, teachers' expectations of what older pupils can achieve, particularly in writing, are not high enough.

In mathematics, the provision ensures that most pupils develop a strong understanding of number and calculation, through a good range of practical and written activities. However, some aspects of mathematics such as data handling and measures, for example, are not taught regularly enough. The provision does not match opportunities for pupils to use and apply their numeracy skills across the curriculum well enough.

There is an appropriate focus on developing opportunities to use the Welsh language in school. For example, pupils practice their Welsh skills at the 'siop snac' and through assemblies led by the Criw Cymraeg. The provision within the curriculum for pupils to learn about the diversity of modern-day Wales is suitable, for example considering Welsh role models in disability sports.

The curriculum provides plentiful opportunities for pupils to enjoy scientific investigations and discovery. For example, older pupils investigate the quickest way to dissolve a packet of jelly. Teachers provide appropriate activities that enable pupils to make choices, for example in considering which variable to change and which to keep constant when conducting scientific investigations. However, on too many occasions across the school, teachers over-direct pupils' activities. On occasions, adults miss opportunities to ask probing enough questions that encourage pupils to think more deeply about their work.

Across the school, classrooms are calm and ordered learning environments, characterised by supportive and respectful professional relationships between the adults and the pupils. Teachers help pupils to acquire and use insightful vocabulary to talk about their learning and progress. This means that many pupils are adept and confident to evaluate their own achievements and those of their peers and assess them against the success criteria. Generally, teachers provide useful verbal feedback to pupils, to help guide them in their work. However, on a few occasions, adults miss opportunities to provide precise and timely feedback, for example to support older pupils to develop their writing skills further.

The school grounds are well resourced and provide worthwhile opportunities for pupils to learn outdoors. The school has rightly recognised the need to enhance the learning opportunities in the areas adjacent to classrooms. The opportunities that teachers take to use the locality, for example visits to local castles, nature reserves and Broad Haven beach, support pupils well to learn about the local history and geography and enhance their well-being.

Care, support and guidance

The school has a respectful ethos where everyone is valued and accepted, and the well-being of staff and pupils is a high priority. This leads to a calm and inclusive environment where nearly all pupils and adults feel welcome. The values of love and

respect are evident throughout the school, resulting in exemplary pupil behaviour, and positive social interactions between most pupils.

Staff support pupils to take responsibility for their own behaviour, which develops pupil's resilience well. As a result, most pupils resolve issues for themselves in a mature and calm manner.

There are effective strategies to enhance the pupils' well-being. Adults across the school know their pupils well. Support staff with specific training provide nurturing, secure spaces to help pupils adapt, for example when situations overwhelm them. This contributes to their happiness in school and confidence in their learning.

The provision for pupils with ALN is effective. The ALN co-ordinator has received valuable professional guidance that has supported the school to bring its practices in line with recent changes to requirements. Staff identify pupils' additional needs at an early stage. Teaching staff receive appropriate guidance and use a range of strategies successfully to help pupils overcome their barriers. Effective interventions help to reduce the barriers to learning for identified pupils. The school collaborates with a broad range of external agencies to review the needs of any pupils that cause concern. This multi-agency approach is successful in identifying appropriate support and programmes. In addition, staff implement individual development plans effectively to help pupils to make effective progress from their individual starting points.

There are suitable opportunities for pupils to contribute to what and how they learn. Pupils understand and appreciate the value of being involved in their local community. This sense of belonging supports pupils to develop as active citizens who want to make a difference. For example, they clear the boardwalk and beach of litter and visit a local retirement home with handmade Christmas cards.

The school provides a useful range of opportunities to develop pupils' understanding about healthy lifestyles. Pupils are encouraged to bring healthy lunches from home and make healthy choices in school. For example, the school provides a broad range of sports. Older pupils enjoy competing in the swimming gala and netball tournaments, and pupils achieved recent success at a local cross-country event. Residential trips offer older pupils the opportunity to engage in hill walking, bodyboarding and abseiling, amongst other adventures.

Staff plan a worthwhile range of creative performance events. Pupils relish the opportunity to showcase their creativity and team skills. Older pupils perform Shakespearean plays and undertake poetry reading. Younger pupils sing at the school's outdoor Christmas concert and perform their nativity. Pupils take part in the Small Schools' Eisteddfod and experience Welsh culture.

Arrangements to safeguard pupils are generally effective. However, the way the school registers pupil attendance does not meet requirements as pupils are only registered for nine rather than ten sessions each week. This means that the school cannot make meaningful comparisons about the attendance of individual and groups of pupils.

Leadership and management

The headteacher has created a caring environment that reflects strong values linked to inclusion, nurture and respect. He works closely with all staff to ensure that the well-being of pupils and staff is at the heart of the school's work.

The governing body is highly supportive of the school. Governors undertake many of their roles diligently, such as monitoring the school's finances. They know the staff, pupils and families well, and maintain open and productive communication with all, such as through their informative report to parents. Many of the governors are new and are developing their role in holding the school to account. As a result, at this stage of their role, they remain reliant on the information provided by leaders to evaluate the work of the school. The governing body fulfil their statutory duties well, for example around healthy eating and drinking.

Leaders and governors manage finances and the school estate appropriately in the context of the limited funds available. They review spending regularly and take suitable actions where necessary. The school uses the pupil development grant suitably to improve the literacy, numeracy skills and well-being of pupils who are eligible to receive it. As a result, these pupils make good progress from their starting points.

The school collaborates well with other local schools, for example working in partnership to develop a curriculum. This work is beginning to ensure that pupils experience a range of interesting themes and make effective use of the local environment. Together, the schools evaluate pupils' skills in spoken Welsh purposefully.

School self-evaluation draws on a suitable range of monitoring processes. Over time, leaders and teachers scrutinise pupils' work, evaluate pupil assessment data, take part in staff discussions, and take account of the views of parents. From this, leaders have identified a set of priorities for this year, along with the staff training and funding required to address these priorities. Although these priorities and steps are broadly relevant, leaders have not identified important areas that require improvement, for example the progress of pupils' writing skills. Currently, school priorities tend to concentrate on improving provision and resources, and only occasionally identify ways to improve pupils' learning.

Staff roles and responsibilities are distributed appropriately, and leaders have developed a team ethos. The school has suitable arrangements in place to manage the performance of staff. In a few instances this has supported the school to make appropriate progress towards improvement goals. However, performance management and wider professional learning arrangements do not focus sharply enough on improving the individual practice of teachers. Professional learning opportunities for support staff are limited. As a result, support for pupils is not always purposeful and systematic in developing pupils' skills.

Staff and leaders have developed the outdoor areas of the school well and the outdoor provision for younger pupils is well resourced. As a result, many younger pupils are beginning to develop their skills through a broad range of learning experiences. Leaders and staff have a suitable understanding of national priorities,

including the curriculum for Wales and ALN reform. They have developed a strong culture of reading and most pupils show enthusiasm for class novels or their own books. Leaders have worked with staff to ensure that Welsh language skills are developing purposefully and that there are opportunities for pupils to understand the Welsh culture and heritage.

The school keeps parents well informed of any developments at the school and about their children's learning, including through the weekly newsletter. Parents understand how leaders have created a safe and caring environment, that nurtures their child's development. They appreciate how quickly leaders and staff respond to any concerns that they raise. This positive professional relationship is a strong aspect of school life.

Evidence base of the report

Before an inspection, inspectors:

- analyse the outcomes from the parent/carer and pupil questionnaires and consider the views of teachers and the governing body through their questionnaire responses

During an inspection, inspectors normally:

- hold a meeting with parents/carers to hear their views on the school and its effectiveness
- meet the headteacher, governors, senior and middle leaders (where appropriate) and individual teachers to evaluate the impact of the school's work
- meet pupils to discuss their work, to listen to them read and to gain their views about various aspects of their school
- meet groups of pupils in leadership roles, such as representatives from the school council and eco-committee
- visit a broad sample of classes, including learning support groups and undertake a variety of learning walks to observe pupils learning and to see staff teaching in a range of settings, including classrooms, support groups and in outdoor areas
- where appropriate, visit the specialist resource base within the school to see pupils' learning
- observe and speak to pupils at lunch and break times and at a sample of after-school clubs, where appropriate
- attend assemblies and daily acts of collective worship
- look closely at the school's self-evaluation processes
- consider the school's improvement plan and look at evidence to show how well the school has taken forward planned improvements
- scrutinise a range of school documents, including information on pupil assessment and progress, records of meetings of staff and the governing body, information on pupils' well-being, including the safeguarding of pupils, and records of staff training and professional development

After the on-site inspection and before the publication of the report, Estyn:

- review the findings of the inspection alongside the supporting evidence from the inspection team in order to validate, moderate and ensure the quality of the inspection

Copies of the report

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

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 publication. Any enquiries or comments regarding this document/publication should be addressed to:

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