



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

A report on

Waldo Williams Primary School

**Scarrowscant Lane,
Haverfordwest
Pembrokeshire
SA61 1BS**

Date of inspection: June 2024

by

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

About Waldo Williams Primary School

Name of provider	Waldo Williams Primary School
Local authority	Pembrokeshire County Council
Language of the provider	English
Type of school	Primary
Religious character	*
Number of pupils on roll	219
Pupils of statutory school age	182
Number in nursery classes	20
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%)	24.1%
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%)	28.0%
Percentage of pupils who speak Welsh at home	0.0%
Percentage of pupils with English as an additional language	3.5%
Date of headteacher appointment	01/09/2022
Date of previous Estyn inspection (if applicable)	
Start date of inspection	03/06/2024

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

Waldo Williams Primary School is a highly inclusive community driven by a clear sense of purpose and vision. The school values of being 'ready, respectful, and safe' are evident throughout the school. Staff prioritise well-being and inclusivity and this means that pupils, including pupils in the Learning Resource Centre (LRC) enjoy coming to school and feel valued and cared for by staff. Pupils interact with each other and adults in the school with respect and courtesy.

Across the school, staff have high expectations for pupils' behaviour and establish clear and consistent routines that help pupils to feel settled and secure in class. In many lessons, teaching develops pupils' literacy, numeracy and digital skills well. Teachers provide a range of interesting learning experiences for pupils, including through the effective use of the outdoor areas. However, there are too few opportunities for pupils to develop their Welsh language skills. Teaching staff know their pupils well and track their progress carefully. However, they do not always ensure that lessons and activities provide enough challenge for all pupils to make the progress of which they are capable. The school has a clear vision for its curriculum based on developing pupils as lifelong learners through authentic, purposeful and creative learning opportunities. The curriculum is inclusive, and all teachers, including those in the LRC, ensure that it is accessible to all.

Senior leaders know their school well. They have high expectations of themselves, their staff, and pupils. They have built up a comprehensive understanding of the school's strengths and developed a rigorous approach to self-evaluation that enables them to identify areas for improvement. The newly established governing body is fully engaged in the life of the school and ensures that well-being and inclusivity are a high priority. Governors take an active role in monitoring progress and hold senior leaders to account robustly. 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.

Recommendations

- R1 Ensure that teaching across the school allows all pupils to consistently receive the right level of challenge in their learning to achieve to their potential
- R2 Improve pupils' Welsh speaking skills
- 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

Nearly all pupils, including those with additional learning needs (ALN) and those eligible for free school meals, make good progress in most aspects of their learning during their time at the school. Most pupils in the LRC make good progress against their individual targets.

Nearly all pupils interact confidently with adults and other pupils and talk enthusiastically about their school and their learning. Younger pupils listen attentively to stories and instructions and respond to questions enthusiastically. As they move through the school, pupils use an increasing range of interesting vocabulary and by Year 6 they demonstrate eloquence when taking part in class debates and making presentations on a range of topics, for example when discussing whether Suffragettes are nothing more than aggressive law breakers.

The reading skills of nearly all pupils develop well and there is a shared enjoyment of reading across the school. Many younger pupils recall stories they have read enthusiastically and describe their main characters. They read with increasing accuracy and, by Year 2, most pupils read with appropriate expression. They attempt to read unfamiliar words using a useful variety of strategies confidently and discuss the books they read and explain why they enjoy them. Most older pupils read a range of books with fluency, choosing fiction and non-fiction books that match their interests. They extract and infer meaning from the texts they read. Most pupils across the school transfer their literacy skills to other aspects of their learning successfully.

Overall, most pupils make strong progress in their writing across the school. Younger pupils develop early mark-making skills well and begin to write their names independently. As they move through the school, most write competently for a range of purposes across the curriculum. Pupils' spelling is appropriate for their age, with many spelling more complex words with increasing accuracy and correcting their errors carefully. The oldest pupils often write at length, using different styles and for different audiences. They express themselves clearly, for example when trying to persuade their teachers that playtimes are not long enough. However, presentation and handwriting vary in quality and are generally inconsistent across the school, often masking the quality of the content. Many pupils in the LRC enjoy writing and are eager to show visitors what they have produced.

Nearly all pupils' mathematics and numeracy skills develop well, and they apply these confidently in various contexts. The younger pupils engage enthusiastically in practical activities that support the development of key vocabulary and number skills. For example, by the end of Year 2, most have a secure understanding of appropriate number facts and use measuring skills successfully. Older pupils sustain progress well, carrying out a range of calculations confidently. Across the school, most pupils apply their skills effectively in other aspects of their learning. For example, doubling amounts to make recipes, comparing the heights of mountains in Wales and using a stopwatch to see how long it takes for different types of chocolate to melt. However, recent initiatives to develop numeracy across the curriculum have not embedded sufficiently and do not provide enough challenge for the more able pupils.

Most pupils use digital equipment confidently and develop appropriate digital skills as they move through the school. Many younger pupils give logical instructions to an electronic toy to direct its movement around a path. They enjoy using digital games to support their learning in literacy, numeracy and creative skills. In Year 1, they use a programme to search for pictures, add text and save their work successfully. They also collect data, using a table, to create a block graph showing their favourite pizza toppings. By Years 5 and 6, most pupils develop strong digital skills. They use publishing programmes to produce detailed presentations and text. They also produce animations and record voiceovers to tell the story, using differing voices and expression. Many older pupils begin to use databases, for example when creating a graph to compare the weather between Spain and the UK, although more regular opportunities would further develop skills in this area.

Many younger pupils' Welsh language skills are beginning to develop suitably. A majority respond appropriately to simple Welsh phrases and vocabulary. Most pupils in the LRC pupils answer the register in Welsh and understand commands and instructions given in Welsh. A few older pupils answer questions when prompted. However, most pupils do not develop their Welsh language skills well enough or communicate in Welsh to a good enough standard.

Nearly all pupils develop their creative skills suitably across a range of genres, including dance, art, sculpture, poetry and performing arts. Pupils' physical skills are strong. Younger pupils show increased control and balance during their play. Older pupils build on these skills to develop proficient ball skills in team sports.

Well-being and attitudes to learning

The well-being of pupils and their attitudes to learning are a strength of the school. The school is a warm, welcoming inclusive community and relationships among pupils and staff are very strong, built on mutual respect, trust and fairness. Most pupils feel safe and free from bullying and feel that the adults listen and respond to their ideas. They have a good understanding of how to stay safe online. Throughout the school, pupils relish opportunities to talk positively about their school and what they learn. Behaviour across the school is very good, including at breaktimes and lunchtimes. Pupils know that fruit is a sensible and healthy snack. They appreciate the benefits of physical activity and the positive impact this has on their well-being. They enjoy and understand the benefits of playing actively with their peers at break and lunch times.

Pupils from across the school, including the learning resource class (LRC), develop their leadership skills well as part of pupil voice groups, such as the school council and the peer tutor groups. The decisions that pupils make impact developments at the school suitably, such as improving playground areas and equipment. The work of the oldest pupils as peer tutors to support the reading of younger pupils enhances their leadership skills and their sense of responsibility. The oldest pupils develop leadership and responsibility to plan and deliver sessions effectively to benefit younger learners.

Most pupils, including pupils in the LRC, engage effectively in their learning. Pupils embrace the school's values, responding very well to the rules, routines and expectations set out for them. In return, they demonstrate care and consideration

towards others. Most pupils collaborate effectively with their peers and show perseverance when solving more complex problems. Older pupils develop as effective independent learners.

Most pupils are increasingly aware of their rights as a child. For example, they develop as well-informed citizens through their exploration of complex concepts, such as diversity and conflict. Pupils have been involved in creating the school's vision and understand what it means to them. Older pupils demonstrate empathy by creating empathy maps in relation to work on discrimination and consider themes of equality through researching the impact of having additional needs. Many pupils apply their entrepreneurial skills in real life contexts to benefit the school. For example, as part of the 'summer fair planning challenge', pupils raised money to purchase playground equipment.

Most pupils answer questions confidently and consider others' ideas and opinions thoughtfully. They speak positively about curriculum enrichment experiences and how these enhance their learning, such as a visit from a local, world champion, pizza maker. Most pupils respond well to verbal feedback or prompts from adults during lessons. However, pupils do not always respond to written feedback to develop their learning and edit or redraft their work to make improvements.

Although attendance has improved compared to last year, pupils eligible for free school meals have a higher rate of absence when compared to other pupils.

Teaching and learning experiences

Across the school, staff have high expectations for pupils' behaviour and establish clear and consistent routines that help pupils to feel settled and secure in class. They use praise and encouragement effectively to build positive working relationships. Pupils and staff consistently follow the school values, 'ready, respectful, safe'.

The school has a clear vision for its curriculum based around developing pupils as lifelong learners through authentic, purposeful and creative learning opportunities. The curriculum is inclusive, and all teachers, including those in the LRC, ensure that it is accessible to all pupils. Teachers ensure a wide range of interesting experiences that engage and motivate pupils. Teachers plan learning so that it builds suitably on pupils' knowledge, skills and understanding over time. In many cases, they adapt learning well to address the needs of pupils who require additional support, scaffolding and challenge. This ensures that pupils experience useful opportunities to make good progress in their numeracy, literacy and digital skills. There are plentiful experiences that enable pupils to make good progress in their speaking, listening, reading and writing skills. However, there are too few opportunities for pupils to develop their Welsh language skills.

The school makes very good use of its outdoor spaces to enhance the learning opportunities available to pupils and this is a strong feature of the school's overall provision. For example, older learners use natural resources to compare ratios. Younger pupils use natural resources to make artwork in the style of Andy Goldsworthy. Recently, the school has made valuable investments to upgrade areas of the playground to provide pupils with beneficial opportunities to develop their physical, creative and social skills.

Teachers plan systematically for all pupils to develop their literacy, numeracy and digital skills progressively through a range of cross curricular themes. A rich and varied range of visits and visitors engage pupils well and enhances their learning. For example, a previous Olympic torch bearer helped light the school flame and a breakdancer delivered lessons to the whole school to mark the introduction of the sport to the Olympics for the first time this year. The curriculum reflects the culture and diversity of Wales and the wider world appropriately.

Many staff show appropriate subject knowledge when planning and use a range of strategies to stimulate learning. Staff are good language role models. They use questioning effectively to stimulate pupils' thinking and to deepen their understanding of key concepts. Across the school, most teachers and support staff work successfully together when leading or supporting activities. However, there are inconsistencies in the quality of teaching. In a few cases, lessons and activities do not meet the needs of all pupils and challenge them to reach their full potential.

Tracking is robust, and staff review the progress of pupils regularly and know their pupils well. However, teachers do not consistently use assessment effectively to ensure that teaching challenges and supports the needs of all learners. Marking and assessment procedures have been reviewed and there is consistent practice across the school. However, teachers do not always provide pupils with the opportunity to respond to feedback and improve their work.

Care, support and guidance

The school is a highly inclusive community driven by a clear sense of purpose and vision. The school values of being 'ready, respectful and safe' are evident throughout the school. Its welcoming and caring culture is a strong feature of its provision. The school includes pupils from the LRC in many, whole school activities. Staff have a strong and shared commitment to developing an environment where pupil well-being is a priority, through the nurture of tolerance and respect for others. Overall, the school understands the well-being needs of individual pupils well and places a high priority on meeting these suitably.

The school strives to develop strong working relationships with parents and carers to provide valuable support for families in a range of ways. For example, family assemblies and book shares, 'cwtch with a book' sessions, family science sessions, and family engagement sessions encourage parents into school and support them to help their children with their learning and social skills at home. The school's arrangements for supporting service families are strong. Service children engage in weekly activities like cooking and art and the school shows its appreciation and support for military families during whole-school celebrations.

The school promotes a high level of respect for the different cultures and faiths within its community. The school is keen to ensure that pupils understand equality and their rights as a child, and there are beneficial planned opportunities throughout the curriculum to develop an understanding of empathy and human rights. For example, pupils write an explanation text on how kindness impacts the brain and create an anti-racism rap to help them understand the needs and challenges of other people in the community. Staff provide interesting sessions to explore and evaluate the work of artists such as Hannah Höch, as a stimulus for pupils to create their own collages.

The school provides effective support for pupils with ALN. The school's additional learning needs co-ordinator (ALNCo) collaborates purposefully with staff and the headteacher to support identified pupils. Staff pinpoint pupils' needs at an early stage and provide relevant targeted support. Teachers work alongside learning support assistants to plan and deliver suitable support strategies for individual pupils. The school engages purposefully with the local authority and specialist services to access specific guidance when required. They review individual pupils' progress with parents regularly and effectively. Overall, the school's support for pupils with ALN has a positive impact on their progress, well-being and readiness to learn.

Staff provide many opportunities for pupils to take on responsibilities and contribute to school development via a range of pupil groups. For example, The Little Troopers have adopted Tŷ Hapus on the playground to promote the well-being of service families.

There are sound arrangements to promote healthy eating and drinking. As a result, most pupils develop an understanding of the importance of choosing a healthy lifestyle. There are a wide range of activities to promote physical health during the school day and all pupils make good use of the outdoor physical equipment. The school ensures that health and exercise awareness is an integral part of school life including through, dance, the 'ten lap challenge' and by encouraging pupils to walk to school. However, there is currently no provision for after-school activities.

The school provides a variety of rich cultural opportunities as well as worthwhile visits and visitors to enhance pupils' learning, such as visits by national park wardens and Welsh sporting stars. In addition, the school's Eisteddfod promotes a sound understanding of Welsh culture. Over time, pupils develop a firm understanding of their locality and heritage. There are worthwhile opportunities for developing pupils' spiritual, moral and ethical values, through collective worship and classroom activities. The school successfully works with external providers to engage pupils with the creative arts, for example by working with local artists and woodworkers to create wooden sculptures.

There are robust systems in place to track and monitor pupils' attendance. The school use a range of rewards and activities to promote the importance of good attendance. They identify pupils who do not attend school regularly and work closely with these families. 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. Overall attendance remains too low, especially the attendance of pupils eligible for free school meals.

Safeguarding meets requirements and gives no cause for concern. The school ensures that safeguarding is a high priority. Staff at all levels understand their roles in keeping pupils safe. The school works closely with outside agencies to respond effectively to any concerns and provides support for families where necessary.

Leadership and management

The headteacher provides effective leadership for the school. She has a clear vision to provide the best possible opportunities for all pupils within an inclusive learning community. In a short space of time, the headteacher and deputy headteacher have

worked to improve well-being and provision effectively. Leaders promote a culture of safeguarding successfully and keeping children safe is a clear priority. As a result, pupils feel safe and comfortable and have a great sense of pride in their school.

Staff work diligently to reach their shared aim of providing a curriculum that inspires and engages all pupils within a nurturing and safe environment for learning. There are robust arrangements for managing staff performance and a clear connection between staff development targets and the school's improvement priorities. For example, staff develop action plans aligned to their leadership roles, which they update and review in regular performance management meetings. These impact positively on provision and developing leadership across the school. Staff action plans to develop behaviour and learning in the LRC have been highly effective. Leaders plan valuable professional learning opportunities to help address school improvement priorities and develop the professional skills, knowledge and understanding of individual staff members. For example, staff training on outdoor learning has ensured that all classes plan purposeful opportunities to learn outside the classroom.

Leaders have established effective arrangements for monitoring and evaluating the school's work. They analyse a range of first-hand evidence purposefully and, as a result, have a detailed understanding of the school's strengths and priorities for improvement. Leaders plan effectively to improve identified areas for development. They ensure there are comprehensive and regular arrangements for monitoring progress against these areas. They focus effectively on national priorities. For example, the school's work on developing the quality of foundation learning provision, addressing Curriculum for Wales and improving pupils' literacy skills, well-being and attitudes to learning, is developing effectively. However, the provision to support pupils' Welsh language skills is underdeveloped.

The school uses specific grant funding effectively to ensure beneficial support for identified pupils. Leaders use the pupil development grant well to provide a range of intervention strategies to support identified pupils in improving their basic skills, physical literacy, and emotional well-being. For example, physical literacy support for identified pupils impacts positively on their physical health and well-being.

The new governing body brings together people from a broad range of backgrounds with a wide skill set that leaders use effectively to inform the school's work. They understand the school's strengths and are beginning to identify areas for development and challenge leaders appropriately. Governors monitor finances robustly to ensure that resources are allocated effectively for the benefit of learners. Governors ensure that the school promotes healthy eating and drinking amongst pupils.

Leaders develop effective relationships with parents. Parents appreciate the level of care and support from staff and feel that the school has an open-door policy. The headteacher, deputy headteacher and family liaison officer are highly visible at the start and end of the school day. Leaders ensure that parents receive a range of useful information, to keep them informed about the work of the school and their children's progress.

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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