



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: Estyn Review**

**Coastlands County Primary
St Ishmael's Base
Trewarren Road
Haverfordwest
Pembrokeshire
SA62 3SZ**

Date of visit: November 2018

by

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

Outcome of visit

Coastlands Primary School is judged to have made insufficient 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 increasing the level of follow-up activity.

In accordance with the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school is in need of significant improvement. The school will draw up an action plan, which shows 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 improvement. Inspectors will visit the school again, in a further 12 months' time, to monitor progress in addressing 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.

Progress since the last inspection

R1. Raise standards in Welsh second language

Leaders have implemented a broad range of strategies to help develop pupils' awareness of the Welsh language and its importance. As a result, many pupils use the language in lessons and around the school suitably. For example, many pupils are confident to ask others 'what did you do on the weekend?' using their phrase of the week. When playing on the yard, older pupils play ball games with younger pupils, using simple Welsh phrases confidently. All of the current staff are working diligently to improve pupils' Welsh language skills from a low starting point.

In the foundation phase, many pupils greet others simply, for example asking who they are. With occasional prompts, many use a narrow range of simple phrases competently, such as telling others what they like and commenting on the weather. They recall an appropriate range of useful words, such as colours and parts of the body.

In key stage 2, many pupils speak to others using an appropriate range of sentence structures. For example, they tell others about their hobbies and members of their family confidently. Towards the end of the key stage, a majority of pupils understand and ask a suitable range of questions. They are beginning to use the past tense confidently, for example to say where they went on the weekend. However, while pupils throughout the school often recall the sentence of the week correctly, they generally communicate hesitantly, needing prompts and reminders to use the other language patterns they have learned.

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

Since the core inspection, the school's teaching staff has changed considerably. Half of the current teaching staff began at the school this academic year and a similar proportion are newly qualified teachers. As a result, many teachers are still learning about the needs and interests of their pupils and becoming familiar with the school's systems.

In the foundation phase, teachers plan an appropriate range of learning activities that engage many pupils suitably. They are beginning to use the outdoors to promote pupils' learning. However, this is a recent development in their practice, and outdoor activities are not yet consistently appropriate or beneficial. Teachers plan a suitable balance between pupil and adult led activities, and this is helping to develop pupils' independence well. However, a minority of learning activities still do not challenge pupils well enough. As a result, pupils do not always make enough progress in these sessions.

In key stage 2, teachers consider carefully how to motivate pupils and plan an effective range of interesting learning activities. In a majority of lessons, they consider suitably pupils' previous learning and plan further activities at an appropriately challenging level. However, they do not always do this consistently enough to help fill the significant gaps that a minority of pupils have in their learning,

Most teachers provide suitable opportunities for pupils to consider and evaluate their own learning or that of their peers. In addition, teachers often provide pupils with constructive oral or written feedback. As a result, pupils are beginning to gain a better understanding of their own strengths and areas for improvement. However, these processes are not yet applied consistently enough. This means that pupils do not always understand what they need to do to get better or how to improve their work.

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

Following a considerable period of instability, the school is now making strong progress towards developing a stable leadership structure. A permanent headteacher began at the school in September 2018 and, since then, she has introduced and reinforced sound leadership and management systems. For example, she has worked with staff to establish 'non-negotiables' for teachers that are beginning to establish more consistent practice across the school. Leaders demonstrate high expectations of teaching and learning, and the headteacher deals with underperformance robustly. However, it is too early for many of the improvements to impact sufficiently on standards and provision. For example, the headteacher's work to improve the quality of teaching has not yet ensured consistently effective practice in all classes.

The governing body has considered the core inspection report and its recommendations carefully. Governors have begun to amend their processes to enable them to gather accurate first-hand evidence to inform their support and challenge for the school. For example, they have established new committee

structures that focus specifically on the quality of the curriculum and the standards achieved by pupils. Governors have made considerable efforts to identify and learn from existing good practice in governance. For example, they have visited schools with effective governing bodies from across Wales. However, although governors are clear about how they intend to improve the quality of their work and the mechanisms they will use to achieve this, they have not yet implemented these plans.

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

Leaders are developing systems to evaluate the quality of the school's work. They have introduced a detailed timetable of monitoring and evaluation activities that should enable them to consider many elements of the school's work over the academic year. This involves leaders and teachers engaging in a beneficial programme of learning walks, lesson observations and pupil work scrutiny. They share the findings from these activities regularly during staff meetings and this helps staff to understand the school's strengths and areas for improvement. For example, following feedback from the headteacher's learning walk, teachers discussed and improved the quality of Welsh on display in each class to ensure it meets the standards they have agreed. In addition, staff engage in a thoughtful analysis of test and teacher assessment data, and use this information to reflect upon the effectiveness of their provision. For example, a comparison between test and teacher assessment data has led to a more accurate picture of the progress that pupils make.

The headteacher has worked with teachers to introduce a shared online system for planning and recording the outcomes of monitoring activities. This is beginning to help her to establish a culture of sharing information openly and making improvement decisions based on evidence. The school has some generally appropriate plans in place to involve governors in self-evaluation processes, but at present, their role remains underdeveloped. Overall, many of the school's self-evaluation processes are at an early stage of development and it is too soon to measure their impact on the quality of provision and outcomes for pupils. For example, school improvement processes have yet to impact on the standard of writing achieved by pupils, which in too many cases remains poor.

R5. Improve attendance

Since her appointment, the headteacher has introduced many new systems to encourage good rates of attendance. For example, all pupils understand that if the school reaches its termly target of 95% the headteacher will reward them with a 'cinema experience'. The school tracks pupils' attendance carefully and intervenes robustly and systematically when concerns arise, through a graduated system of letters and meetings. The school works well with outside agencies, such as the local authority's pupil support officer, to identify and address any specific causes for repeated pupil absence. However, rates of attendance since the core inspection have remained low, and the school has not made sufficient progress in addressing this important concern.

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