



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: Special measures

**Milford Haven Community Primary
Priory Road
Milford Haven
Pembrokeshire
SA73 2EE**

Date of visit: September 2023

by

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

Outcome of visit

Milford Haven Community Primary 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 maintaining the level of follow-up activity.

Estyn will re-visit the school in around four - six months' time to monitor progress against 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. Establish an effective leadership and governance structure

Since the core inspection, the headteacher has undertaken a restructure of leadership and staffing posts and responsibilities. The school now has wider distribution of leadership roles than during the core inspection. Senior leaders have clear roles and responsibilities linked directly to improving teaching and learning. They have a good understanding of what is expected of them and have begun the process of monitoring standards well. The school has recently appointed two new leaders who have a firm grasp of their responsibilities but have not yet had time to begin their roles in earnest.

Teachers understand the school's leadership structure and know who is responsible for different areas of school management. All staff benefit from clearer lines of communication with regular meetings being held for different groups. Minutes and actions from these meetings are followed-up consistently. As a result, leaders'

expectations, and changes to policy and practice, are shared and communicated clearly.

Following a turbulent period, the school now has a full governing body that attends meetings regularly. The headteacher has audited the skills of all members to ascertain how they can best utilise their experiences to strengthen their work in challenging and supporting the school. Governors have been allocated responsibilities as members of a newly developed sub-committee structure. During the spring and summer terms, they have been actively supporting the school in addressing a significant deficit budget and putting the new staffing structure in place. This entailed meeting with employee trade unions and attending improvement panel meetings. However, opportunities for governors to be involved in self-evaluation activities are currently limited.

R2. Improve the quality of teaching and assessment to challenge all pupils consistently

Since the core inspection, there have been significant changes to the teaching team. Around a third of teachers have left the school. This has resulted in new appointments and a few teachers moving classes to create the current staff structure. Currently, pupils are taught in 17 single-age classes, and a nursery class. While this structure is generally suitable, in a few classes teachers and support staff struggle to engage effectively enough with the high numbers of pupils in the learning areas.

Leaders have worked with teachers to create a vision for teaching. They have identified important principles for teaching and learning, such as the need for teachers to plan sessions that focus on developing pupils' skills rather than focussing on completing tasks. The headteacher has arranged suitable professional learning for teachers and produced guidance documents supporting aspects of teaching, such as effective lesson introductions, pace, assessment to support learning and effective feedback. As a result, leaders' expectations of classroom practice are clear.

Many teachers are working hard to engage pupils and deliver interesting learning experiences. They recognise the need to provide pupils with learning that challenges them appropriately. However, when planning learning, a majority still do not understand how to do this consistently well. As a result, pupils do not always have learning opportunities that fit well with their stage of development, for example being asked to complete tasks that are too difficult or too simple. In many cases, the pace of lessons is better. However, in a few cases, teachers still struggle to set an appropriate pace for example, by not giving pupils sufficient time to complete activities.

A majority of teachers use questioning suitably to help them understand whether pupils have engaged well in class discussions. They often ask open-ended questions at appropriate points to allow pupils to share their thoughts and ideas, for instance to explain their responses to descriptive texts. However, in a majority of cases, teachers do not delve suitably into what pupils understand to help them know whether pupils

have grasped new concepts well enough. As a result, teachers are not always able to provide pupils with suitably demanding learning activities.

A majority of teachers are beginning to provide pupils with verbal feedback during lessons. They discuss pupils' learning and help them to consider how simple elements of their work could be improved, for example how they could create more imaginative similes and metaphors. However, a majority of teachers still do not identify well enough when pupils' have a weak understanding of their tasks and do not provide helpful enough feedback that addresses issues effectively. Teachers are beginning to give pupils more regular written feedback on their work. However, a majority do not yet do this consistently or well enough. In a few cases, teachers still do not identify or address incorrect work or provide feedback which would help pupils to improve their understanding.

In general, teachers are positive about the suggestions and improvements leaders have made to develop their practice and they recognise the need for teaching to improve across the school. New practices are beginning to embed helpfully, but in a majority of lessons practice remains inconsistent and in a minority remains weak.

R3. Improve pupils' reading and writing skills

Inspectors did not evaluate this recommendation during this visit.

R4. Improve pupils' numeracy and ICT skills

Inspectors did not evaluate this recommendation during this visit.

R5. Establish effective self-evaluation, school improvement and professional learning processes

The headteacher has introduced a wide-ranging and well-considered timetable of useful self-evaluation activities. This is beginning to give senior leaders and governors an accurate overview of important aspects of the school's work, for example the quality of teaching. Planned activities, such as pupil book scrutiny, learning walks, lesson observations and the review of teachers' planning are aiding senior leaders in gathering valuable information about how well the provision is improving and pupils are progressing. The headteacher maintains a clear overview of this work and analyses the large amount of information that is produced in a coherent way. This gives an accurate picture of performance across the whole school.

Following a comprehensive period of training for senior leaders, that included visits to other schools and professional learning from external providers, leaders are becoming more confident in using the information they gather to identify strengths

and areas for development accurately. The headteacher and support officer from the local authority have supported senior leaders during joint learning walks and monitoring activities to ensure their judgments are robust and to help assure the quality of the process. Monitoring templates support leaders in focussing on specific skills and aspects of pedagogy that have been the focus of teachers' professional development. Teachers receive valuable feedback from leaders that contain clear targets for improvement, linked with professional learning opportunities. The range of professional development activities is beginning to have a positive effect on teachers' skills as they work toward consistency across the school.

R6. Develop a curriculum that engages pupils and develops their knowledge, skills and understanding systematically and progressively

Inspectors did not evaluate this recommendation during this visit.