



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: special measures**

**Solva C.P. School  
Solva  
Haverfordwest  
Pembrokeshire  
SA62 6TS**

**Date of visit: March 2016**

**by**

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

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**The monitoring team**

Kevin Davies	Reporting Inspector
Tony Bate	Team Inspector

## **Outcome of monitoring**

Solva Primary School is judged to have made sufficient progress in relation to the recommendations following the core inspection in January 2015.

As a result, Her Majesty's Chief Inspector of Education and Training in Wales is removing the school from the list of schools requiring special measures.

## **Progress since the last inspection**

### **Recommendation 1: Improve outcomes for more able pupils**

Strong progress in addressing the recommendation

There has been an improvement in the performance of more able pupils across the school. By the end of key stage 2, most perform at an appropriate level and produce work of a high standard during activities and in their books.

Teachers use data effectively to identify more able pupils and have appropriate expectations of what they can achieve. They plan challenging activities and tasks that enable these pupils to achieve to a high standard. In literacy activities and in writing across the curriculum, teachers set success criteria for individual tasks and activities, which challenge more able pupils effectively. As a result, more able pupils choose and use a wide range of adventurous and imaginative vocabulary successfully. They plan their work by using a range of strategies successfully and are able to edit and redraft to improve their writing. More able pupils adapt their writing style to suit the reader and purpose effectively and present their work well in a range of forms.

Teachers plan appropriately for the development of numeracy skills through a range of tasks that meet the needs of these pupils suitably, for example when solving numerical problems relating to World War 2 rationing by converting imperial to metric measuring units, and working with pre-decimalisation money. However, opportunities to develop numeracy in other areas of the curriculum are not as strong.

### **Recommendation 2: Raise standards of Welsh as a second language**

Strong progress in addressing the recommendation

There is a strong improvement in pupils' Welsh oracy skills. Pupils have a positive attitude to learning the language and use a range of patterns and vocabulary to communicate effectively in different situations. For example, pupils in Years 3 and 4 speak confidently in Welsh about the Tudors as part of their work in history. Many pupils across the school speak very clearly with correct pronunciation.

Standards of reading in Welsh have improved since the core inspection. Most pupils read their own work effectively. Their ability to read and understand simple text from books and other printed material is developing appropriately. Across key stage 2, many pupils are able to answer questions based around the plot and main characters in familiar books. However, their ability to refer to detail in the text to express their opinions and ideas is less well developed.

As they progress through the school, the majority of pupils write with increasing confidence and accuracy in a range of forms in Welsh. They start sentences in a variety of ways and order words, phrases and clauses suitably. By the end of key stage 2, many pupils produce pieces of written work appropriate to their age and ability. They use a variety of verbs with increasing confidence, for example in the present, past and negative forms. A minority of more able pupils write extended pieces as part of their topic work.

The introduction of ‘Seren Solfach’, a weekly award for using Welsh outside the classroom, has increased pupils’ enthusiasm for learning and speaking Welsh significantly. The scheme of work, with a clear focus on lively presentation and interesting content, engages pupils effectively in activities.

The school engages parents successfully in promoting their children’s use of Welsh, and encourages the use of the language outside the classroom. For example, pupils in the ‘Cryw Cymraeg’ encourage and support other pupils to use Welsh in general activities such as the school shop, and during lunchtime.

**Recommendation 3: Ensure that the school plans appropriately for pupils to gain full access to the curriculum over their time at the school**

Very good progress in addressing the recommendation

The school has adapted its planning well to ensure the development of pupils’ knowledge, understanding and skills in a wide range of contexts. Staff have created comprehensive long term and medium term plans for pupils of all ages that show appropriate progression in key and subject skills. The plans identify worthwhile opportunities for the progressive development of the Foundation Phase areas of learning, National Curriculum subjects, and religious education.

Teachers’ planning identifies appropriate activities to teach skills in a wide range of contexts. A particular strength is the creative way in which staff have planned real life activities to enhance topic work, for example the World War 2 day where an “unexploded bomb” appeared on the school field. This engages pupils fully in their learning and provides them with stimulating and interesting experiences. As a result, the new planning strategy has a positive effect on pupil outcomes across the school. Teachers’ short term plans are detailed and they set learning objectives that are relevant to the age and ability of nearly all pupils.

Planning for the Foundation Phase is effective, with a good range of focused tasks and opportunities for pupils to work independently. Teachers plan for continuous and enhanced provision appropriately with suitable progression in tasks, for example writing and creating a recipe in the mud kitchen.

The school has implemented a new scheme of work for Welsh that outlines clearly progression in the development of pupils’ speaking, reading and writing skills.

Opportunities to promote pupils’ understanding of sustainable development and global citizenship are good, for example the work on Patagonia and connections with the Congo.

**Recommendation 4: Provide suitable opportunities for pupils to develop their literacy and numeracy skills across the curriculum**

Strong progress in addressing the recommendation

The school has adopted an electronic planning system that enables staff to plan appropriately for the development of pupils' literacy and numeracy skills across the curriculum.

In the Foundation Phase, teachers plan engaging activities to develop pupils' literacy skills across the areas of learning, including using ICT to develop pupils' oracy skills. There are suitable opportunities for pupils to write across the curriculum, for example when writing instructions on how to make sweets for Diwali. However, teachers do not always provide suitable opportunities for pupils to write at length. Teachers plan an effective range of opportunities to develop numeracy skills across the curriculum, although this has not had enough time to develop fully.

In key stage 2, teachers plan effectively for the development of literacy and numeracy skills across the curriculum. They provide pupils with a wide range of purposeful activities to develop their literacy skills, for example when researching and writing an explanation of the Anderson Shelter. Teachers provide effective opportunities for pupils to reinforce and develop their numeracy skills outside mathematics lessons. For example, upper key stage 2 pupils work out correctly the cost of food for their street party, while lower key stage 2 pupils upscale their models of Tudor houses successfully.

The school has developed useful target booklets to help pupils to recognise the next steps in their literacy and numeracy skills. Pupils discuss these targets confidently and know what to do to improve their work. This is beginning to have a positive impact on pupil outcomes.

**Recommendation 5: Improve teachers' marking of pupils' work to ensure that comments indicate ways in which they can improve**

Very good progress in addressing the recommendation

The school has an appropriate marking and feedback policy, which ensures a consistent approach across the school. Teachers use learning objectives and success criteria effectively to engage pupils in their learning tasks. Most pupils in key stage 2 create their own success criteria that focus well on specific text types, for example writing a biography for a famous author. As a result, pupils across the school have a good understanding of what they need to do to be successful in their work.

Teachers mark against learning objectives and indicate ways for pupils to improve their work effectively. The introduction of the "polishing pens" strategy provides good opportunities for pupils to improve their own work and that of others. This also enables them to respond appropriately to teachers' comments, which is having a positive impact on the standard of their work.

The school has introduced a range of marking strategies that enable pupils to evaluate their work successfully. In the Foundation Phase, pupils use a traffic light system and success criteria sheets to assess their own work successfully.

In key stage 2, the use of self and peer assessment is effective. The use of feedback and 'feed-forward forms' enables pupils to improve their current piece of work successfully. They discuss their work maturely with their teachers and each other. Pupils know and understand their personal targets and challenge themselves accordingly.

The introduction of learning logs is having a positive effect on pupils' progress. These enable parents to know what their child is learning and teachers' comments help them to develop their children's skills successfully at home.

**Recommendation 6: Ensure that leaders provide clear direction and have high expectations for staff and pupils**

Strong progress in addressing the recommendation

The headteacher provides strong direction for the school, and has high expectations of staff and pupils. Lines of communication are clear and everyone understands and supports the school's vision, developed and shared by pupils, staff and parents.

All teachers make a significant contribution to securing improvements at the school. Their responsibilities in relation to addressing the school's priorities are clear, and they work enthusiastically to plan, monitor and evaluate progress. The headteacher uses a robust structure to monitor and evaluate improvement activity, and has a clear overview on how well the school is moving forward.

Staff job descriptions are current and fit for purpose. Performance management is robust and relevant to the school's current improvement priorities, as well as the responsibilities of individual teachers. Staff meet regularly to discuss current wholeschool issues, and the progress against improvement priorities. These meetings focus well on improving teaching and raising standards, and leaders monitor and evaluate decisions effectively.

The school responds well to national priorities, including the Literacy and Numeracy Framework, and assessment for learning, and continues to monitor and evaluate progress in these areas appropriately. Improvements in these areas are beginning to have a positive effect on pupil outcomes, such as the improvements in standards as a result of pupils' peer and self-assessment and their ability to correct their own work, and pupils' enthusiasm and use of the Welsh language.

**Recommendation 7: Develop the role of the governors in challenging the school**

Very good progress in addressing the recommendation

The governing body is supportive and knows the school community well. Governors meet regularly as a full group and in sub-committees. All governors support the school well in its extra-curricular activities.

All governors receive training to develop their roles and responsibilities. As a result, they have a clear understanding of what is expected, and engage purposefully with the school and its work. Individual governors take responsibility for specific priorities in the school development plan, as well as individual subject areas. They carry out learning walks regularly to meet with members of staff and to discuss progress against priorities. Many take part in book scrutiny and moderation meetings, and contribute usefully to the discussions. In these sessions, they question and challenge the school appropriately, for example regarding pupils' targets and the intervention required for pupils with additional learning needs. As a result, they make a robust contribution to the school's target-setting procedures.

Following visits and meetings, each governor completes a report, which enables them to reflect on what they have seen, and comment on action for the future. These are concise and useful documents that focus well on the school's strengths and areas for further development, and often lead to practical action plans. These plans often have a positive effect on the quality of the provision, which are beginning to lead to improvements in standards.

**Recommendation 8: Ensure that rigorous monitoring by leaders at all levels results in improvement in pupils' outcomes**

Strong progress in addressing the recommendation

Leaders draw effectively on first-hand evidence of standards and provision to inform self-evaluation. They make good use of performance data and external reports by local authority officers and advisory teachers, as well as internal monitoring reports. These include lesson observations, book scrutiny, and governor visits and learning walks. These are evaluative, include strengths and areas for improvement, and lead to practical activities to raise standards and improve provision. Recently, teachers have begun to observe each other's lessons. However, this process is at an early stage of development.

The school's monitoring process is rigorous and ensures that leaders have an accurate picture of its strengths and weaknesses. The self-evaluation report considers evidence from a wide range of sources, including the views of parents, governors, teachers and pupils. Pupil voice plays an important role, with many pupils responding maturely to questionnaires and discussions. The report itself is evaluative and identifies areas for improvement correctly, with a clear focus on responding to the core inspection's recommendations.

The priorities identified in the school development plan link clearly to the outcomes of the self-evaluation process. The priorities focus appropriately on improving teaching and pupil outcomes. The school development plan includes good detail on responsibilities, funding, resources and the time required to reach specific milestones. These are challenging but realistic. Teachers and leaders monitor progress against each priority regularly, with suitable accountability for completing the required actions. As a result, the monitoring and evaluation process contributes to improvements in provision and standards, for example the progress in pupils' Welsh language skills.

## **Recommendations**

In order to maintain and improve on this progress, the school should continue to sustain the level of progress it has already made, and continue to address those inspection recommendations where further progress is required.