



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**

**Prendergast Community School
Stokes Avenue
Prendergast
Haverfordwest
Pembrokeshire
SA61 2RB**

Date of visit: December 2018

by

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

Outcome of visit

Prendergast Community School is judged to have made sufficient 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 removing the school from any further follow-up activity.

Progress since the last inspection

R1. Improve pupils' reading and writing skills

Since the core inspection, the school has revised its provision for teaching reading and writing. By presenting the reader and writer of the week in their weekly assembly, and working more with parents, teachers have raised the profile of these skills in all classes. Staff now focus well on providing exciting and challenging tasks for all pupils that motivate them to learn. They use a comprehensive range of suitable assessments effectively to evaluate and establish the specific needs of all pupils and provide them with relevant experiences that enable them to make very good progress in developing their reading and writing skills. As a result, readers in the foundation phase talk enthusiastically about their books, describe the characters and plot confidently, and use their phonic skills progressively to read unfamiliar words. Most pupils in key stage 2 read regularly for pleasure and discuss their favourite authors knowledgeably. They use their higher order reading skills with increasing confidence to gather information on specific topics, such as the population of Cairo.

Almost all pupils write with increasing confidence and imagination as they progress through the school. They use the specific skills needed to write in a variety of genres and apply these skills proficiently in other areas of learning. For example, reception pupils write about the life cycle of a barn owl as part of their study of living things, while those in Year 2 write an account of an investigation on mixing shaving foam with water. In Year 4, pupils learn how to write a formal letter and apply these skills competently when writing a letter of complaint to a local football club about a litter problem. By Year 6, many pupils write confidently and creatively to a high standard. For example, as part of their study of the Frozen Kingdom, many pupils write a thoughtful description of life on board the Titanic and a soliloquy entitled The Iceberg includes sentences such as, 'I was born in this horror of a place. One night, I was floating in the salty water, watching the glistening stars.'

The school has revised its policy for handwriting and presentation, which has resulted in nearly all pupils taking pride in their work and presenting it using neat cursive handwriting.

R2. Improve pupils' independent learning skills

The school has developed a comprehensive range of activities that improve pupils' independent learning skills in many areas. These range from encouraging younger pupils to change their clothes independently for games lessons to choosing their own activities and evaluating their own efforts in class lessons. Leaders have raised the awareness of staff at all levels of the importance of recognising opportunities to enable pupils to develop their independent skills further. They have provided them with a list of basic expectations to support pupils in undertaking tasks independently wherever possible. For example, lunchtime supervisors encourage pupils to clear their own plates, while teachers provide pupils with useful strategies to assess and improve their own work. Teachers provide pupils with regular opportunities to voice their opinions and influence what and how they learn.

In the foundation phase, teachers provide pupils with exciting independent learning challenges where they select thought-provoking activities which are of interest to them. These enhanced and continuous activities develop the independent learning skills of nearly all pupils successfully.

In key stage 2, pupils also choose tasks from a range of 'missions' which enhance their literacy, numeracy, creative or thinking skills independently. Most talk enthusiastically and confidently about these activities, and appreciate having the freedom to choose which to complete. This approach gives pupils ownership of what they do and improves their motivation, concentration and attitudes to learning.

Nearly all pupils are confident learners who are happy to talk about their work. They regularly identify what other pupils have done well and ways that they can improve their work.

R3. Review the school's timetable to ensure suitable time is allocated to developing pupils' reading, writing and scientific skills, both within the core subjects and across the curriculum

Since the core inspection, leaders have revised the school timetable to ensure there are enough opportunities to develop pupils' reading, writing, scientific and investigative skills. A member of the senior leadership team has strategic responsibility for co-ordinating whole school timetabling. He reviews all class timetables on a regular basis to ensure consistency in delivering a broad and balanced curriculum.

Key stage 2 teachers cover all aspects of the science curriculum thoroughly in regular science specific lessons. In addition, they ensure that they provide pupils with regular and meaningful opportunities to use their science skills in their topic work. For example, Year 3 pupils use their extensive scientific skills when planning a presentation about the environmental impact of plastic in the ocean as part of their topic on sustainability.

Throughout the school, teachers timetable discrete reading and writing sessions at the start of every day. They also use daily reading intervention groups and catch up sessions to provide additional support for targeted pupils. Staff plan regular opportunities for pupils to use their reading and writing skills across the curriculum. This ensures that pupils develop these skills in meaningful contexts. Teachers use pupil-initiated learning to provide additional opportunities to further enhance their literacy skills. As a result of this work, teachers across the school now provide regular rich opportunities for pupils to improve their reading and writing skills.

R4. Ensure that teachers assess pupils accurately and plan learning that challenges them at an appropriate level

Since the core inspection, senior leaders have reviewed and updated the school's assessment arrangements effectively. Staff use these new procedures to ensure greater accuracy, consistency and the robust use of pupil performance information when assessing pupils' progress. Leaders have reviewed the school's feedback and marking processes to improve this aspect of assessment. For example, all teachers now share learning objectives and success criteria consistently with pupils and ensure that their feedback relates specifically to this.

Teachers use their ongoing assessment of pupils' achievements to plan next steps in their learning effectively. They ensure that activities challenge all groups of pupils successfully.

During half termly pupil progress meetings, senior leaders discuss with teachers the performance of each pupil in their class. At these meetings, they analyse each pupil's attainment using a range of information including test results, evidence in their books and on-going teacher assessment. This helps to ensure the accuracy of teachers' judgements.

Staff routinely meet to moderate pupils' work to ensure consistency of assessment across the school. In addition, the school works beneficially with other schools and officers from the regional consortium to strengthen its ability to make consistent and secure assessments.

R5. Ensure the leadership team's job descriptions are clear about their roles and that they are held accountable for their responsibilities

Since the core inspection, the school has appointed a new deputy head teacher and has revised its leadership structure. The new structure clearly outlines each person's role within the senior leadership team. Each leader has a secure understanding of their role and duties within this team. In addition, all staff understand the responsibilities of each leader.

Each member of the senior leadership team has a detailed job description that accurately reflects the purpose of their role, responsibilities and professional duties, along with to whom they are accountable. In addition, each senior leader is

responsible for line managing and undertaking the performance management of other staff at the school.

Members of the senior leadership team and governors have specific responsibilities to lead aspects of the school improvement plan. The headteacher and members of the governing body hold other leaders to account robustly for the progress that the school is making in improving each aspect. For example, leaders make regular presentations at governing body meetings on the progress that the school is making towards each recommendation. In addition, governors visit the school regularly to gather first-hand evidence on this progress. As a result, they are able to challenge leaders effectively on the school's strengths and areas that they need to improve further.

The school's performance management procedures are successful in holding leaders to account for their responsibilities. Senior leaders have objectives linked closely to their roles and for improving standards of teaching and learning. However, as most objectives are not measurable, it is difficult to judge accurately the progress that each leader makes towards meeting them. There is a similar shortcoming in the performance management of the headteacher by members of the governing body.

R6. Ensure that leaders evaluate the quality of teaching and learning thoroughly and act robustly on findings

Leaders use a range of useful monitoring activities to help them gather first-hand evidence on the work of the school. These include regular lesson observations, learning walks, scrutinising pupils' work and listening to learners. Through this work, leaders maintain a clear focus on judging the quality of teaching and learning. After each monitoring activity, leaders reach accurate conclusions on strengths and any areas that they need to improve. They share the general findings appropriately with other members of staff, celebrating successes and discussing how the school will address any shortcomings.

Following lesson observations, when appropriate, leaders work with individual teachers to provide a bespoke package of support to improve any shortcomings in their teaching. This has included working with other teachers, visiting other successful schools or undertaking specific professional development activities. In addition, all teachers use an electronic tool to self-assess their individual teaching strengths and weaknesses. In conjunction with information from monitoring activities, teachers use this data as a starting point for discussing their performance with senior leaders about how they can further improve their teaching.

At half-termly pupil progress meetings, senior leaders meet with each class teacher to consider the progress of each pupil in their class. They look at a range of data including assessment results and ongoing teacher assessments to consider each child's progress. Leaders challenge teachers robustly if a pupil or group of pupils is not making at least expected progress.

Leaders use professional learning activities carefully to arrange training to meet the needs of staff. For example, all staff have received training on developing pupils as independent learners and on involving pupils more beneficially in accurate self-assessment. Teachers' performance management objectives link appropriately to improving standards of teaching and learning.

Governors visit the school regularly to gain first-hand evidence on standards of teaching and learning. For example, they regularly look at pupils' books and undertake learning walks. They share their findings with other governors and use their information to challenge leaders effectively.

As a result of a greater whole school focus on teaching and learning, the school has improved many aspects of its work. For example, it has raised standards of reading and writing, the accuracy of teachers' assessment of pupils' attainment and the development of pupils' independent learning skills.

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