



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

A report on

Coastlands County Primary

**Trewarren Road
Haverfordwest
Pembrokeshire
SA62 3SZ**

Date of inspection: November 2024

by

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

About Coastlands County Primary

Name of provider	Coastlands County Primary
Local authority	Pembrokeshire County Council
Language of the provider	English
School category according to Welsh-medium provision	
Type of school	Primary
Religious character	
Number of pupils on roll	98
Pupils of statutory school age	78
Number in nursery classes	11
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 22.9%)	9.4%
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 11.1%)	3.06%
Percentage of pupils who speak Welsh at home	0.0%
Percentage of pupils with English as an additional language	0.0%
Date of headteacher appointment	01/05/2024
Date of previous Estyn inspection (if applicable)	01/03/2017
Start date of inspection	18/11/2024

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.

Summary

Coastlands County Primary School is a welcoming and inclusive school where most pupils make strong progress. The recently appointed headteacher has developed a dedicated team of staff that promotes a positive and nurturing learning environment. Leaders have built strong relationships with pupils and parents, which in turn creates a strong sense of community within the school.

Leaders and staff work hard to create a broad, engaging curriculum and use partnerships with other local schools and the community to enrich learning effectively and support professional learning for staff. Teachers draw on their local community well and plan engaging and exciting activities. However, teachers do not use a variety of assessment information consistently enough to offer appropriate levels of challenge that address the needs of all pupils effectively.

Most pupils develop good literacy and numeracy skills, on the whole. In general, teachers do not provide enough opportunities for pupils to extend and develop their writing and numeracy skills across the curriculum, for example in real-world contexts. Pupils confidently use their digital skills well in a range of contexts as they move through the school. Creativity is a strong feature of the school. Younger pupils solve problems through hands-on activities, while older pupils compose and perform music inspired by renowned composers. The school embraces its Welsh language and culture, with pupils gaining confidence in speaking Welsh and using extended vocabulary.

Leaders and governors work effectively to support improvement, using professional learning and partnerships to enhance teaching. Governors are beginning to support monitoring processes suitably. Currently, pupil registration processes do not meet statutory requirements.

Recommendations

We have made three recommendations to help the school continue to improve:

- R1 Further enhance the quality and consistency of teaching to ensure that all pupils are challenged appropriately to meet their needs
- R2 Ensure that pupils have suitable opportunities to use and apply their writing and numeracy skills purposefully across the curriculum
- R3 Ensure that processes for pupil registration meet statutory requirements

What happens next

The school will draw up an action plan to address the recommendations from the inspection.

Main evaluation

Coastlands County Primary is a happy, inclusive school where most pupils make good progress from their starting points. The recently appointed headteacher has worked hard to develop an engaged and committed team of staff. They are active contributors in supporting the headteacher to create a positive learning environment for all pupils.

Leaders model and promote professional values and behaviours effectively. This contributes positively to school improvement and supports pupils' progress in their learning and their well-being effectively. Leaders and staff develop positive relationships with pupils, parents and governors. These strong partnerships have created a school at the heart of its community where everyone feels valued and listened to and where the well-being of all is given a high priority.

Most pupils develop sound speaking, listening and reading skills as they move through the school. For example, younger pupils talk enthusiastically about how tornadoes are created.

In general, pupils' writing skills develop suitably. Most younger pupils make early attempts at writing beneficially. They start to use their knowledge of letters and sounds to write simple words when prompted by their teacher. Many of the oldest pupils write confidently and use an increasing range of text types accurately. However, teachers' provision for writing across the curriculum limits opportunities for pupils to apply their learning and extend their writing purposefully.

Leaders and staff act as positive Welsh language role models. This has resulted in nearly all pupils showing suitable confidence with basic Welsh language skills. Many younger pupils respond with enthusiasm to the commands their teachers give them in Welsh. As they progress through the school, older pupils have the confidence to initiate simple conversations with an increasing vocabulary and extended sentence structures.

Nearly all pupils make good progress in developing their numeracy skills. However, many teachers do not provide meaningful opportunities for pupils to use their mathematical skills in real-life contexts well enough, including in other areas across the curriculum. Many pupils apply an increasing range of digital skills in their work in other learning areas confidently. For example, older pupils use spreadsheets and formulas to record information about recent trips and visits.

Nearly all pupils make good progress in their artistic and creative skills. Teachers in foundation classes encourage thinking and problem-solving skills effectively through practical and collaborative activities. As pupils move through the school, they think

imaginatively and creatively when studying music. For example, following appraising and comparing the works of two composers, nearly all pupils are enthused to compose their own work using a range of instruments. This supports pupils to develop their expressive skills through music activities successfully, such as playing different instruments and conducting, taking note of tempo, dynamic and musical texture.

The school provides numerous opportunities for pupil leadership through groups such as the school council, eco council, digital leaders, sports' ambassadors and Criw Cymraeg. These groups are beginning to make an impact, with pupils gaining confidence in their roles and exploring ways to contribute to school improvement.

Teachers consider carefully a curriculum that reflects the nature of their context, including activities that embrace the cultural and linguistic nature of Wales. Many teachers create lively and engaging activities for pupils that stimulate pupils' interests effectively. As a result, nearly all pupils have positive attitudes to their learning and behaviour and relationships with other pupils and staff is exemplary.

Many teachers draw upon the local community to further enhance and enrich learning beneficially. For example, older pupils engage in exciting sea-based activities such as snorkel safaris and sea safety trips. These pupils also recently engaged in a project to inspire the creation and installation of the local war memorial in the village. Through experiences and learning activities such as these, the curriculum supports pupils' spiritual, moral, social and cultural awareness effectively.

Most teachers set clear objectives for learning. Many ensure the pace of lessons is appropriate for the learning and that they and other staff use questioning and feedback effectively to support pupils' learning within the activities and over time. Pupils respond suitably to the feedback they receive and, as a result, most make good progress. However, teachers do not always use a range of assessment information well enough to provide appropriate levels of challenge to meet the needs of all pupils effectively.

Leaders and staff engage in partnership working effectively to improve outcomes for pupils. Relationships with nearly all pupils' families are strong, particularly for those pupils with additional learning needs. Parents feel valued when asked for their opinions and ideas around themes to be explored in school. Leaders work in close partnership with the cluster of schools to enhance professional learning for staff and in securing regular music sessions for pupils.

Leaders are beginning to establish worthwhile processes to support self-evaluation and improvement planning. For example, leaders have a good understanding of the quality of teaching across the school and use this knowledge skilfully to ensure best practice is shared successfully. Professional learning is used purposefully to enhance the quality of teaching, such as developing foundation learning principles effectively. Leaders identify the need to continue to improve the quality of teaching across the school to ensure that all aspects of teaching are effective and consistent.

Governors receive useful and timely information from the headteacher to support them to discharge their duties suitably. They are knowledgeable about the school and support and challenge leaders appropriately. Governors have begun to

accompany school leaders in evaluating first hand evidence to support aspects of the school's monitoring and evaluation procedures.

Leaders and staff make a suitable contribution in creating and maintaining an effective culture of safeguarding. However, current processes for pupil registration do not meet statutory requirements.

Additional information

The school's arrangements for safeguarding pupils do not give any cause for concern.

The school's arrangements for site management do not give any cause for concern.

The school has appropriate arrangements for promoting healthy eating and drinking.

Leaders and governors manage the school's finances appropriately, including the use of the pupil development grant.

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

Appendix 1: Numbers – quantities and proportions

The report makes references to different quantities and proportions e.g. '*most pupils...*' or '*very few pupils...*'. We use these terms to describe quantities and proportions as outlined in the table below:

nearly all =	with very few exceptions
most =	90% or more
many =	70% or more
a majority =	over 60%
half =	50%
around half =	close to 50%
a minority =	below 40%
few =	below 20%
very few =	less than 10%

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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