



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**

**Fenton C.P.  
Portfield  
Haverfordwest  
Pembrokeshire  
SA61 1BZ**

**Date of visit: April 2024**

**by**

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

## Outcome of visit

Fenton C.P. School is judged to have made sufficient 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 removing the school from the list of schools requiring special measures.

## Progress since the last inspection

### **R1 Develop the newly-allocated roles and responsibilities of leaders so that they all contribute fully and effectively to delivering the school's vision and its strategic priorities**

The executive headteacher has maintained a strong focus on the strategic direction of the school and has a robust understanding of its progress. Through clearly defined roles, leaders have a strong focus on improving teaching and pupil outcomes. The school's two assistant headteachers have clear responsibilities for key improvement priorities at the school. For example, one assistant headteacher leads on improving literacy across the school. Through providing suitable professional learning and support for staff, there is now a clear and consistent focus on developing pupils' writing skills and this is impacting positively on pupil progress.

Senior leaders ensure that there is support for staff to help them manage pupils' behaviour consistently well. They have established effective provision within the school to support younger pupils who struggle to regulate themselves and join in with classroom activities. By providing suitable professional development and support for staff, they work together to carefully address the individual needs of pupils. As a result, the school has been successful in helping these pupils to make good progress with developing their social skills. Overall, this contributes well to the school's positive ethos.

The executive headteacher has invested in the development of middle leaders who enthusiastically embrace the opportunities they have to develop themselves and whole school initiatives. They work closely with other schools and share their learning across the schools' leadership team. Through beneficial activities, such as supporting with the planning for the development of teaching literacy and numeracy across the school, middle leaders support senior leaders with helping to move the school forward. Middle leaders help to identify professional learning priorities for staff and share their own good practice, for example by modelling teaching and monitoring pupil progress and learning.

Across the school, staff now have a clearer understanding of their roles, particularly as leaders of learning in their classes. As a result, teachers place greater focus on how to support their pupils to make progress. For example, in nearly all classes teaching is purposeful and teaching assistants are deployed effectively to support the learning.

Governors work well with senior leaders and are more proactive at the school. Their roles are closely matched to their individual skills and experiences. Link governors visit the school and, as a result, they are better placed to hold leaders to account as a critical friend.

## **R2 Ensure that all pupils make good progress and achieve well in relation to their starting points**

Staff have created calm and welcoming learning environments where nearly all pupils are highly engaged in well-planned activities, which has a positive impact on pupils' behaviour. In addition, the improvements in the provision for outdoor learning, particularly for the younger pupils, provides regular opportunities for pupils to learn through play. Overall, improvements to provision ensure nearly all pupils make good progress in relation to their starting points.

Leaders have identified a series of 'non-negotiables' to bring about consistency in the quality of teaching. Most lessons have clear learning intentions and teachers regularly reflect on pupils' learning during lessons and provide valuable feedback that enables pupils to understand what they have done well and the next steps in their learning. Many staff observe younger pupils as they learn through play and are beginning to recognise when to intervene and when to let the pupils lead their own learning.

Most teachers ensure lessons progress at a suitable pace and this impacts positively on pupil engagement. There is a consistent structure to lessons, where pupils learn a new skill and develop this skill further when working independently. For example, when teaching pupils in Year 3 and Year 4 to create suspense in their writing, teachers create a helpful writing toolkit with pupils and encourage them to refer to this regularly during their independent writing activities.

Most teachers use effective questioning to check pupils' understanding and many are beginning to ask questions to extend pupils' learning and deepen their thinking. Throughout the school, teachers ensure work is matched suitably to pupils' level of understanding. Teaching assistants are used effectively to provide appropriate support and challenge. As a result, most pupils make good progress in lessons and over time.

Staff regularly assess and record pupils' progress in phonics and use this information effectively to group pupils for small group teaching sessions. Teachers are beginning to track the progress of pupils' writing, identifying strengths and targets for improvement. As a result, most pupils make good progress with their writing skills and many older pupils write maturely with a good range of vocabulary and accurate punctuation.

Senior leaders collaborate effectively to create systems to enable them to track individual pupil progress in literacy, numeracy and digital competence more robustly. However, this significant piece of work is at an early stage of development. Senior leaders hold regular pupil progress meetings with staff who share valuable information to help identify pupils with additional learning needs. These systems enable leaders and staff to monitor the effectiveness of interventions more efficiently.

### **R3 Improve the quality of pupils' writing**

Overall, pupils are making progress in developing their writing skills and many have made accelerated progress in a relatively short period of time. Staff have benefited from focused professional learning on developing writing skills and there is now a consistent and structured approach to teaching writing. In addition, teachers provide greater opportunities for pupils to develop their skills across the curriculum using authentic contexts, such as the development of green energy on the nearby coastline.

In their teams, teachers work together to plan opportunities for pupils to analyse different writing genre. They enable pupils to explore the features of a model piece of writing and encourage pupils to discuss how they can replicate these characteristics in their own work. Pupils have beneficial opportunities to plan, write and redraft their own writing across a planned range of genre. In their literacy sessions teachers spend time with pupils developing new skills and provide plenty of opportunities for them to apply their learning across the curriculum in meaningful ways. Many pupils are keen to develop and use an exciting and effective vocabulary to enhance their writing to benefit the reader. In their independent writing, many pupils spell words appropriately for their stage of development and, where they make mistakes, they use phonetically plausible attempts, drawing from their developing knowledge of sounds and reading skills. Pupils now take greater pride in their work and demonstrate improvements in their presentation.

### **R4 Provide consistently good opportunities for pupils to apply and consolidate their literacy and numeracy skills across the curriculum**

Across the school, teachers are more consistent in planning high-quality authentic learning experiences that enable pupils to use their literacy and numeracy skills purposefully. For example, when learning about sustainable energy, pupils in the oldest classes gather information about different wind turbines and calculate the cost, energy production and area of space needed to install.

In nearly all classes there have been substantial improvements to the indoor and outdoor provision so that they provide better support for effective learning. Younger pupils have regular opportunities to apply and develop their skills across the curriculum through play and exploration. For example, in Year 1 pupils dress up as characters from Goldilocks and the Three Bears to role play and answer questions in character.

Teams of staff plan together to ensure there is a consistent approach to teaching literacy and numeracy skills across phases. This has led to a better understanding of progression. Leaders have begun to work with teachers to outline the progress pupils will need to make in developing their literacy and numeracy skills across the curriculum. However, this work is still at an early stage and it is too soon to see the impact of this on pupils' progress.

Overall, teachers provide valuable opportunities for pupils to apply and consolidate their literacy and numeracy skills across the curriculum at the same level as they are capable of in literacy and mathematics' lessons. A notable success is the improvement in the quality of teaching writing, which is having a positive impact on

progress of writing both in literacy lessons and when writing for different purposes across the curriculum.

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