



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

**A report on**

**Sageston C.P. School  
Sageston  
Tenby  
Pembrokeshire  
SA70 8SH**

**Date of inspection: January 2019**

**by**

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

## About Sageston C.P. School

Sageston Community Primary School is in the village of Sageston near Tenby in Pembrokeshire. The school serves Sageston and several other small villages in the immediate area. There are 125 pupils on roll, including 22 part-time nursery pupils. There are four mixed age classes and a morning nursery class.

Nearly all pupils speak English as their home language. The school identifies that around 7% of pupils have additional learning needs. This is well below the national average of 21%. The three-year rolling average of pupils who are eligible for free school meals is 5%, which is much lower than the national average of 19%.

The headteacher was appointed in April 1991. The school's most recent inspection was in January 2014.

Further information is available from the Welsh Government My Local School website at the link below.  
<http://mylocalschool.wales.gov.uk/Schools/SchoolSearch?lang=en>

## Summary

All staff at Sageston Primary School work diligently to create a friendly, caring atmosphere. The school's learning environment is attractive and well organised. As a result, most pupils are happy at school.

Many pupils make appropriate progress in their learning and acquisition of skills during their time at school. Most pupils with additional learning needs make good progress in relation to their individual learning goals. However, in general, too many pupils, and particularly the more able, do not make enough progress from their individual starting points.

The school's curriculum is broad, balanced and relevant. It is often delivered in an engaging way, through hands on experiential learning, particularly in the foundation phase. However, the quality of school's teaching and provision does not always support pupils to make the progress they could in developing and using skills. This is particularly evident in key stage 2. Opportunities for pupils to develop independent learning skills are also limited.

Staff make suitable use of tracking information to identify and support pupils with additional learning needs. However, teacher assessments do not accurately reflect the standards achieved by many pupils.

Staff work well to secure improvements to a few important aspects of the school's work, such as outdoor learning. However, leaders have not identified important shortcomings in the quality of provision at the school. Overall, leaders and governors do not always provide clear strategic direction to improve the quality of teaching and learning.

Inspection area	Judgement
Standards	Adequate and needs improvement
Wellbeing and attitudes to learning	Adequate and needs improvement
Teaching and learning experiences	Adequate and needs improvement
Care, support and guidance	Adequate and needs improvement
Leadership and management	Adequate and needs improvement

## Recommendations

- R1 Address safeguarding issues identified during the inspection
- R2 Improve the quality of teaching, particularly in key stage 2
- R3 Raise staff expectations of pupil progress and the level of challenge in lessons, especially for more able learners
- R4 Ensure that provision for skills supports all pupils to make the progress they are capable of making
- R5 Accurately identify strengths and shortcomings in teaching and use this information to support improvement
- R6 Improve the accuracy and use of assessment information
- R7 Improve the contribution of staff in all leadership roles to school improvement work

## What happens next

The school will draw up an action plan to show how it is going to address the recommendations. Estyn will review the school's progress.

## Main findings

### **Standards: Adequate and needs improvement**

Most pupils enter the school with skills, knowledge and understanding that are at least in line with those expected for their age. Around a half of pupils start school with higher than expected skills, knowledge and understanding. As they move through the school, many pupils make suitable progress from their starting points. However, a minority of more able pupils do not achieve standards of which they are capable. Most pupils with additional learning needs make good progress towards meeting their targets.

In the foundation phase, many pupils develop effective communication skills. They listen carefully to adults, contribute appropriately to class discussions and talk about their tasks confidently. For example, when describing how they are going to make a pirate's hat. In the reception class, many pupils know the sounds that letters represent and are beginning to use these skilfully to read simple words. By the end of the foundation phase, most pupils have an appropriate understanding of strategies to help them read unfamiliar words. They read steadily but often hesitantly. Most pupils learn to write well and apply their skills consistently across the curriculum. Most spell simple words accurately and develop neat handwriting. Many pupils understand the features of a variety of styles of writing and use them appropriately. For example, they effectively use imperative verbs to start a sentence when writing instructions on how to insert shapes into a document on the computer.

In key stage 2, many pupils build appropriately on the listening and speaking skills developed in the foundation phase. They talk to their peers and to adults confidently. Most pupils' reading skills develop steadily as they move through the key stage. However, a minority lack fluency and show little enthusiasm when reading. Many use their reading skills purposefully to help them to research information, for example to create a fact file about different birds of prey. In key stage 2, many pupils write appropriately in a suitable range of styles, such as a biography of Charlie Bucket, arguments for and against wearing school uniform, diary extracts and Haiku poems about the seasons. The standards of most pupils' handwriting and presentation are superb. However, a minority of older pupils do not always use capital letters and full stops accurately and do not write at length independently.

In the foundation phase, many pupils make good progress in their mathematical development. They learn to add and subtract numbers and count in multiples of 2, 3, 4, 5 and 10. They measure the length of objects accurately and are beginning to use these skills across other areas of their learning. For example, in reception class, most pupils accurately measure the foot of a dinosaur using non-standard measurements of blocks and by the end of Year 2, most pupils are using metres and centimetres competently in their outdoor play. Many understand negative numbers in temperatures, handle money well and can identify common two-dimensional and three-dimensional shapes.

By the end of key stage 2, most pupils develop a secure understanding of number and complete calculations competently. They solve problems successfully using their knowledge of fractions and percentages. They analyse data well and measure

perimeter and area correctly. Many pupils are beginning to use their number skills in their science and design technology work, for example when working out the profit from selling a batch of biscuits. However, across key stage 2, pupils do not apply their numeracy skills often enough in their work across the curriculum or develop problem solving skills which involve more than one mathematical operation.

Most pupils in the foundation phase develop appropriate information and communication technology (ICT) skills. For example, they use search engines effectively to research facts about dinosaurs, with help from a learning support assistant. Many pupils use tablet computers to practice and consolidate learning through various games. Most pupils build on their ICT skills competently as they move through key stage 2. For example, most pupils can confidently cut and paste pictures into text and create posters using appropriate programmes. Most key stage 2 pupils store and retrieve information using digital folders and know how to stay safe online. A majority of pupils are beginning to use email to communicate. However, most pupils' ability to use databases and spreadsheets is limited.

In the foundation phase, many pupils are enthusiastic about learning Welsh. They use the language to respond effectively to simple instructions given in Welsh, for example when learning about Barti Ddu. However, many pupils do not build well enough on this positive start as they move through key stage 2. Many key stage 2 pupils lack confidence when answering questions through the medium of Welsh. A minority of pupils read appropriate Welsh texts with suitable fluency and answer simple comprehension questions.

### **Wellbeing and attitudes to learning: Adequate and needs improvement**

Nearly all pupils feel safe, well cared for and valued. They are happy and enjoy school. They know who to turn to if they have a problem and they are confident that staff will respond sensitively to their worries and concerns. Individual pupils explain the benefit of visiting a quiet space when they need time to think. Most pupils have a good understanding of how to stay safe when using the internet.

Most pupils understand the importance of keeping healthy. Despite this, many pupils bring unhealthy snacks to school at break times. They recognise the benefits of regular exercise and enjoy participating in sporting activities. They enhance their wellbeing through extra-curricular activities during after school clubs. For example, the school's sports club. The majority of pupils show a developing awareness of fairness, equality, tolerance and sustainability. They are aware of their rights as children and the rights of others, both within the school environment and in the community at large.

Across the school, the majority of pupils take on a range of leadership roles and responsibilities enthusiastically. For example, the 'Criw Cymraeg' are beginning to promote a Welsh ethos in the school. The school council is active and attempts to support the school's improvement priorities appropriately, by raising funds to increase the outdoor play equipment. However, their role in leading their activities and making strategic decisions is not fully developed.

The majority of pupils display positive attitudes to learning. They show enthusiasm and persevere diligently with their tasks particularly in the foundation phase, for

instance when putting containers in order according to the capacity of each one. This develops their ability to work independently from a young age. However, in key stage 2 pupils often rely too heavily on adult support and do not complete tasks independently, often enough. Many foundation phase pupils are beginning to make choices about how and what they learn. However, pupils' influence on the range and type of learning experiences in key stage 2 is limited.

Most pupils are ready to learn at the start of the lesson and are eager to succeed. They work together as part of the learning process and many co-operate appropriately to develop their learning in small groups and pairs. Most pupils are punctual at the start of the school day and the attendance of most pupils is very good.

Many pupils behave well in lessons. They are polite, eager to please, considerate and respectful to adults. However, a few pupils do not behave appropriately around the school. For example, they run through the school and do not show suitable behaviour while in the dinner canteen.

### **Teaching and learning experiences: Adequate and needs improvement**

All teachers establish positive working relationships with pupils. They provide tasks and experiences that engage many pupils' interest appropriately, particularly in the foundation phase. Teaching supports many pupils to make satisfactory progress over time. Teachers share instructions and explanations clearly and ask appropriate questions to extend and develop pupils understanding. However, particularly in key stage 2, teachers do not always have high expectations or challenge pupils to achieve their best. In a few instances, teachers do not tackle low-level disruption well enough.

Learning support assistants work effectively to provide useful support to pupils who need additional help with their learning. However, adults generally over direct tasks. This limits pupils' opportunities to become independent and confident learners.

Most staff provide pupils with valuable oral and written feedback about what they are doing well and what they need to do to improve. However, pupils in key stage 2 do not always have opportunities to reflect on and respond to feedback. As a result, they do not regularly make adjustments to improve their work. Recently introduced assessment strategies and the use of steps to success are beginning to provide pupils with opportunities to assess their own work and that of other pupils. This is beginning to enable pupils to take responsibility for their own learning. However, end of key stage teacher assessments are often too generous.

Teachers provide a breadth of suitable learning experiences, particularly in the foundation phase. For example, nursery class are exploring the forest and all that it has to offer through the eyes of the Gruffalo. Staff make good use of the school grounds to support pupils' learning. Outdoor learning regularly features in the daily routine of all foundation phase pupils. For example, they work together to construct a pirate ship, using the wooden blocks. The school has created an outside classroom, a reflection garden and a forest school area, which pupils access regularly. Teachers across the school use the woodland areas well to develop pupils' knowledge of the natural world and appreciation of their environment. Classrooms are stimulating, inviting and resourced well. Displays celebrate pupils' achievements and are purposeful.

There are appropriate opportunities for pupils to develop and use their literacy skills across the curriculum. Provision to develop pupils' mathematical skills is generally good. However, opportunities for pupils to apply their numeracy skills and to solve problems in other subjects and areas of learning are limited. The school has recently invested in additional ICT resources to enhance pupils' learning. The school's provision is beginning to support pupils to develop appropriate ICT skills.

The school promotes pupils' use of the Welsh language appropriately. Many staff model the language well and regularly use incidental Welsh throughout the day. Most pupils appreciate the advantages of learning Welsh. However, provision does not support pupils, especially in key stage 2 to make enough progress in developing their Welsh language skills. The school provides worthwhile opportunities for pupils to take part in school visits that enhance the curriculum well. For example, the recent visit to St Fagans helped the pupils to improve their knowledge of Welsh history.

### **Care, support and guidance: Adequate and needs improvement**

Provision for pupils' spiritual, moral, social and cultural awareness is good. Daily assemblies and visitors from the local church and community contribute well to pupils' development. The school also provide class discussions where pupils can explore their own beliefs, values and opinions and compare them to others. A weekly Welsh assembly provides good opportunities to develop the school's Welsh ethos and build pupils self-esteem. For example, nearly all pupils are proud when they receive awards in their seren yr wythnos celebration assembly.

The school has suitable systems for tracking the progress of pupils. Leaders and teachers use this information appropriately, for example to identify pupils who need additional support in literacy or numeracy. This support includes a range of intervention programmes. These programmes are effective overall and support pupils to make good progress towards their individual targets. All pupils with additional learning needs have an appropriate learning plan. The successful implementation of these plans supports pupils with additional learning needs to make good progress.

There are well-established strategies to support pupils' personal, emotional and social needs. These contribute well to the warm and caring ethos within the school. For example, the school has established a memorial garden to support staff, pupils and parents who have experienced bereavement.

The school provides a good range of after school clubs to enhance the pupils' experiences. They include drama, art, coding, clwb cymreig and recorder. These contribute well to the breath of the curriculum provided. For example, in art club the pupils engage well with the equipment and craft task, designing an item of their choice and decorating it using various materials.

The school provides pupils with good opportunities for them to engage in sports and the arts. For example, pupils participate in singing competitions and sing at a local residential home. They enjoy a range of performances from visiting theatre groups including enactments of traditional Welsh stories and an interactive nativity for the younger pupils at Christmas time. The school regularly participate at local sporting events.

There are plenty of opportunities for pupils to take exercise during break times as they run around and make beneficial use of the recently installed trim trail. Pupils have access to drinking water throughout the day and are encouraged to bring healthy packed lunches. However, the school's provision does not always influence pupils' choices successfully.

The school welcomes parents' views and suggestions for improvements. They regularly correspond through newsletters and emails and consult parents' views through questionnaires. The school provides formal consultations for parents each term and issue a written report for each individual child. However, reports are generic, lack personalisation and targets are not challenging.

Pupils have the opportunity to be active citizens through the class and school council. During class council, all pupils have the opportunity to share their ideas and discuss ways to improve the school or the world around them. The present school council has been active in raising money for charity and funds to develop play equipment. However, pupils have limited voice in decision-making regarding their learning.

Recently, the school has introduced a Power Hour where the pupils have the opportunity to research any topic that excite them and chose how they present their findings. This, although in its very early stages, is an opportunity for pupils to take more ownership of what and how they learn.

The school's arrangements for safeguarding pupils do not meet requirements and give serious cause for concern. Current arrangements to manage the school car park at the beginning and the end of the school day are not robust enough and present a risk to pupils.

### **Leadership and management: Adequate and needs improvement**

The headteacher works closely with all staff to ensure that pupils feel happy, safe and secure at school. School leaders ensure that the school is an integral part of the local community with strong links to local churches and groups. These relationships contribute positively to pupils' time at school and broaden their experiences. For example, the local Women's Institute recently shared their skills of curling with the pupils as part of their hundredth anniversary celebrations.

There are suitable arrangements to distribute leadership responsibilities. These are beginning to have a positive impact on pupils' progress and outcomes in the foundation phase and for pupils with additional learning needs. However, leadership to improve quality in key stage 2 is at an early stage of development.

The governing body is committed to supporting the school, the staff and pupils. Members of the governing body have a visible presence in the school. Many work in the classrooms as volunteers to provide additional support for pupils and teachers. This gives them first hand understanding of the work undertaken in the school. Governors often attend staff training and school development planning days and as a result are very aware of the current targets for improvement. However, governors do always receive accurate information about pupils' progress or the standards achieved at the school, particularly in relation to end of key stage teacher assessment.

The school undertakes a suitable range of self-evaluation activities. These include analysing pupils' performance data, scrutinising their work and observing lessons. These processes generally enable the school to identify useful improvement priorities. For example, the school identified the need to improve outdoor learning. As a result of careful planning and research, the school has created stimulating learning areas outside each of the foundation phase classes. Staff have established a forest school area and received training on how best to use it. Other colleagues have visited the school to learn from this good practice. Self-evaluation also identified the need to train staff to deliver a bilingual approach to learning. Several staff have attended sabbaticals to learn Welsh and now confidently use the language throughout their lessons. This work is in the early stages of improving the quality of pupils' Welsh language skills. However, the school's evaluation of the overall quality of teaching is often too generous. It does not identify that teaching does not support enough pupils to make the progress they could. This is particularly evident amongst more able learners in key stage 2. In addition, assessments of the standards that pupils achieve over time and at the end of each key stage are too generous. These assessments do not match the standards achieved by pupils in lessons or in their books. School leaders have not identified important shortcomings to safeguarding arrangements or developed processes to support pupils to manage their own behaviour, for example at dinner times.

Leaders seek the views of parents through questionnaires and use this information appropriately. For example, the school arranged workshops to help parents better understand areas of the curriculum such as literacy, numeracy, Welsh and ICT.

Leaders encourage and enable staff to develop their expertise through a wide range of courses, for example to improve the quality of intervention programmes. Useful collaborative work with the local cluster of schools support improvements to the range of teaching approaches. For example, they have recently worked with local schools to develop assessment for learning strategies.

The governing body and headteacher manage the budget efficiently. Expenditure is appropriately linked to priorities in the school development plan. Leaders use the pupil development grant effectively to develop the literacy and numeracy skills of those pupils who are eligible to receive it.

## Copies of the report

Copies of this report are available from the school and from the Estyn website ([www.estyn.gov.wales](http://www.estyn.gov.wales))

Estyn evaluates a provider's effectiveness using a four-point judgement scale:

<b>Excellent</b>	Very strong, sustained performance and practice
<b>Good</b>	Strong features, although minor aspects may require improvement
<b>Adequate and needs improvement</b>	Strengths outweigh weaknesses, but important aspects require improvement
<b>Unsatisfactory and needs urgent improvement</b>	Important weaknesses outweigh strengths

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 going to press. Any enquiries or comments regarding this document/publication should be addressed to:

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Publication date: 25/03/2019