



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 monitoring**

**St Francis V.R.C. School  
Priory Road  
Milford Haven  
Pembrokeshire  
SA73 2EE**

**Date of visit: June 2016**

**by**

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

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**The monitoring team**

Mr Mike Maguire	Reporting Inspector
Ms Pamela Parry	Team Inspector
Ms Sally Abadioru	Local authority representative

## Outcome of monitoring

St Francis Voluntary Aided Catholic 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 any further follow-up activity.

## Progress since the last inspection

### **Recommendation 1: Improve standards in mathematics and pupils' ability to apply their numeracy skills in work across the curriculum**

Strong progress in addressing the recommendation

Teachers focus well on developing pupils' numeracy skills and give it a high priority throughout the school. In classes and around the school, there are many examples of numeracy problem-solving challenges and tasks that motivate and engage pupils successfully. The school's effective coordinator keeps parents well-informed about numeracy developments through regular newsletters and the school website. An after-school club and mathematics sessions in the local secondary school provide appropriate challenging activities, particularly for older, more able pupils.

Teachers' planning includes good opportunities for pupils to develop their numeracy skills in mathematics lessons and in other subjects across the curriculum. Regular monitoring of lessons by senior leaders and book scrutiny involving all staff has improved the consistency of mathematics teaching across the school.

Teachers set appropriate learning objectives and numeracy targets for pupils. They track the progress that pupils make against these targets regularly. All teachers take part in school and cluster moderation sessions to ensure that the assessments they make of pupils' work are accurate.

As a result of these developments, pupils' standards and their enjoyment of numeracy work have improved. For example, Year 2 pupils use their numeracy skills well to tell the time on analogue and digital clocks and to calculate correctly the perimeter and area of different shapes. Year 6 pupils record the results of science investigations using a suitable range of line graphs and pie charts and apply their reasoning skills well when solving mathematical problems.

Teachers' most recent assessments and the work in books indicate that an increasing number of pupils now achieve the expected outcomes and levels. In Years 2 and 6, nearly all pupils produce work at the expected outcome or level and they generally apply their numeracy skills well in a range of other subjects. However, although almost a half of pupils produce work at the higher level 5 at key stage 2, only a few pupils in the Foundation Phase work at the higher outcome 6.

### **Recommendation 2: Improve attendance**

### Satisfactory progress in addressing the recommendation

The school places a high priority on improving attendance and this is having a positive impact. Attendance outcomes are displayed on each classroom door and on a prominent central wall display. The school communicates whole-school attendance information to parents regularly via newsletters and the school website, and also informs all parents about their child's attendance each half term.

The school uses a wide range of strategies effectively to address low pupil attendance and poor punctuality. Staff communicate immediately with parents regarding any pupil absence and record explanations in class electronic registers. The headteacher meets with the pupil welfare officer monthly to review and monitor any pupils' attendance below 90%.

The school has introduced a pupil attendance ambassador who collates data, communicates this information to all pupils in a weekly assembly and presents a shield to the class with the best level of attendance. She is highly committed and well-informed about her role within the school. She is a good role model for younger pupils. Many pupils acknowledge the valuable contribution and impact that her role is making to the school. Pupils are generally aware of and understand fully the importance of attending school regularly and are motivated by the rewards. They are encouraged to ensure that class attendance targets are above 95% in order to achieve the shield for the best class of the week. However, a very few pupils do not attend school regularly enough and this continues to have a negative impact on the school's attendance figures.

The school's overall attendance compares well with the local cluster of schools. However, it remains in the bottom 25% when compared to similar schools within its benchmark group.

### **Recommendation 3: Ensure that teaching provides age appropriate activities, which challenge all abilities**

#### Strong progress in addressing the recommendation

Teachers plan a varied range of activities which cater appropriately for the needs of most pupils, particularly those who require additional support. Planning includes good opportunities for pupils to apply their literacy and numeracy skills effectively across the curriculum, particularly in upper key stage 2. However, the provision of independent learning opportunities for the more able pupils is at an early stage.

A new Foundation Phase coordinator is beginning to improve the range of activities and provision for younger pupils. Many of these activities engage pupils in appropriate child-initiated learning tasks every week. Older junior pupils with particular skills and talents support younger pupils in, for instance, art and reading activities. However, these developments are fairly recent and it is too early to assess their full impact within the school's arrangement of mixed year group classes.

Teachers agree relevant targets with pupils and track progress against these effectively. Their marking provides pupils with clear steps on how they can improve their work. Teachers also provide pupils with regular opportunities to engage in the assessment of their own work and that of other pupils, using relevant success

criteria.

Through these processes, teachers provide appropriate challenge and support for most pupils.

**Recommendation 4: Use data more effectively to monitor the progress of groups of pupils**

Satisfactory progress in addressing the recommendation

The school has improved its data tracking systems. The recent introduction of a data manager to input, oversee and monitor the data collection process is beginning to improve the effectiveness of the process. Teachers generally track and monitor the achievements and progress of individuals and groups of pupils efficiently. They use this information well to identify pupils' progress and to put in place appropriate extra support for them, if needed. This is having a positive impact on pupils' progress, but is still in the fairly early stages of development.

**Recommendation 5: Ensure that the school has suitably qualified teachers for all classes**

Very good progress in addressing the recommendation

The fairly recent appointment of a Foundation Phase coordinator and designated teachers for Reception, Year 1 and 2 pupils enables the school to provide an appropriate level of staffing for younger pupils. A suitably qualified support assistant, under the direction of the Foundation Phase coordinator, takes charge of all full-time nursery pupils. These arrangements are beginning to have a positive effect on provision and standards within the phase.

Most Year 2 pupils continue to be taught within a key stage 2 class but, from next term, all these pupils will be included within the Foundation Phase.

**Recommendation 6: Address shortcomings identified in safeguarding procedures**

Very good progress in addressing the recommendation

The safeguarding issues identified and brought to the attention of the school during the course of the inspection have all been successfully addressed. As a result, the school's arrangements for safeguarding give no cause for concern.

<b>Recommendations</b>
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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.