

A report on

Narberth C.P. School

**Jesse Road
Narberth
Pembrokeshire
SA67 7FE**

Date of inspection: March 2026

by

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

About Narberth C.P. School

Name of provider	Narberth C.P. School
Local authority	Pembrokeshire County Council
Language of the provider	English
School category according to Welsh-medium provision	Dual stream school
Type of school	Primary
Religious character	
Number of pupils on roll	281
Pupils of statutory school age	240
Number in nursery classes	15
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 21.7%)	6.7%
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 9.2%)	4.2%
Percentage of pupils who speak Welsh at home	16.7%
Percentage of pupils with English as an additional language	3.3%
Lead partner in Initial teacher education	No
Date of headteacher appointment	01/09/2022

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Date of previous Estyn inspection (if applicable)	01/12/2016
Start date of inspection	02/03/2026

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

Narberth Community Primary School is a happy, nurturing, bilingual learning community where nearly all pupils, including those with additional learning needs and those from low-income households, make strong progress in developing their skills. Pupils demonstrate an excellent attitude toward their learning. From the outset in the nursery classes, pupils become confident independent learners, interacting well with their peers. Pupils develop strong language skills, in Welsh and English, and staff place a beneficial emphasis on learning about their local area in Pembrokeshire.

Staff use the learning environment effectively, including the outdoor learning areas, to promote pupils' skills. Pupils share their ideas about what they would like to explore and know that teachers consider their views. Pupil voice groups play an important role in school life and provide opportunities for them to make decisions about things which has a positive effect on their well-being and learning.

Staff create a strong culture of reading for pupils, and they take pleasure in books. As a result, most pupils make good progress in their reading skills, speaking confidently about the books they enjoy. Teachers provide worthwhile opportunities for pupils to share their views, leading to an increasingly rich and extensive vocabulary when writing in different forms. Most pupils mathematical and digital skills are developing well, and they apply these skills through interesting activities and challenges.

Most pupils understand the value of feedback provided by staff and use it to develop their ideas and refine their work. Teachers provide a suitable level of challenge for pupils in their learning, and the pace of lessons is generally sound. However, in a few instances, pace of lessons is too slow to enable pupils to make strong and consistent progress.

The headteacher is a highly effective leader who is ably supported by a diligent governing body, committed leaders and staff. As a team, they strive constantly to improve provision for pupils. Their work centres on ensuring that all pupils make progress and develop as confident individuals in a supportive and nurturing community.

Recommendations

We have made one recommendation to help the school continue to improve:

R1 Continue to share the best practice in teaching across the school

What happens next

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

Main evaluation

Narberth Community Primary School is a happy, inclusive, bilingual community where nearly all pupils, including those with additional learning needs (ALN) and those from low-income households, make strong progress from their starting points. Pupils demonstrate an excellent attitude towards their learning. Most listen attentively and are given time to reflect and think independently during engaging learning opportunities. Most speak confidently, discussing a broad range of topics and expressing their opinions from a young age.

Spotlight: An innovative approach to supporting language development in the early years

Staff in the nursery and reception classes all encourage the pupils' Welsh language development during play and as they develop their different skills. This means that daily instructions for all pupils are provided through the medium of Welsh where appropriate. This approach supports pupils in both language streams to further develop their understanding of words and simple sentence patterns in Welsh effectively. During specific language activities, staff use the main language of the class, either Welsh or English, depending on the group of pupils. This approach strengthens pupils' language understanding and encourages them to express themselves in Welsh with increasing confidence.

Staff are effective role-models, and they treat all pupils with respect and fairness. Positive strategies, such as award certificates and 'Pwyntiau positif' are used effectively to support pupils' behaviour throughout the school. During workshops and assemblies, staff support the caring ethos which is evident across the school.

Staff provide a highly engaging curriculum largely based on the local area and encourage pupils to see themselves as valuable citizens of their locality, Wales and the wider world. Leaders establish an effective approach to embedding pupils' ideas into the curriculum, giving pupils ownership of their learning. 'Launch' days and 'Land' days allow parents to participate in celebrating their children's achievements. Staff provide opportunities for pupils to develop their skills in beneficial and challenging contexts. Across the school, they use the 'Bant a'r cart' approach, allowing pupils to build confidence through working on independent tasks, for example making decisions about how they would like to present their work. Many pupils, from a young age, develop an increasing awareness of the importance of the feedback they receive from peers and staff, and how it can help them refine their work and develop their learning further.

Staff provide highly effective opportunities for pupils to develop their reading skills from an early age. Older pupils discuss their love of books and the way their reading helps them when they write in different contexts. Leaders and staff maintain thorough assessment processes that help them plan carefully for the needs of individual pupils. Across the classes and age range, resources are easily accessible to pupils. With the younger pupils, staff provide a valuable blend of activities which develop pupils' independence successfully. Older pupils benefit greatly from opportunities to spend time learning outdoors and work maturely with their peers when addressing different interesting tasks.

Teachers consistent focus on oracy and reading leads to engaging opportunities for writing. Most pupils write confidently, producing a range of high-quality reports, stories and poems. Most have good mathematical and numeracy skills, and staff provide effective extension activities to ensure appropriate challenge. Pupils respond confidently to opportunities to apply their skills using digital equipment and applications to present their learning. Pupils' skills are developing well, especially their coding skills, and many older pupils innovate successfully when discussing how best to present their work.

Teachers use effective questioning techniques, and the pace of lessons is generally appropriate. Staff provide activities that allow pupils to select the level of challenge which is most appropriate for them. Most pupils understand the importance of staff's feedback as they develop and improve their work. However, in a few instances, pace of lessons is too slow and does not support pupils to make strong and consistent progress in learning.

Across the school, teachers provide engaging opportunities to develop a broad range of creative skills through interesting art work, music and dance. There is a strong focus on celebrating diversity and the importance of every child developing as a valued member of the school community. The school develops the pupils spiritual, moral, social and cultural awareness successfully, and as a result pupils are respectful and kind.

Staff provide a highly effective and inclusive menu of provision for ALN pupils across the school. The care that staff provide for pupils and the impact that it has on pupil well-being is a notable strength, for example the nurture provision is having a positive impact on pupil attendance. Regular and constructive meetings take place between the staff, outside agencies and families to review pupil progress and plan the next steps in their development.

School leaders encourage pupils to purposefully influence the life of the school through the various pupil voice groups. This allows pupils to develop effective leadership skills and take on responsibilities aimed at enhancing and improving the school environment, as well as other factors that affect their daily lives.

Staff promote an effective anti-bullying culture across the school, and nearly all pupils understand the importance of keeping themselves safe, including when working online. The school maintains effective systems for monitoring and supporting attendance. Leaders and staff have a strong and supportive relationship with parents and a positive approach to challenging poor attendance. They emphasise the importance of ensuring regular attendance and the detrimental effect of regular absences from school.

The headteacher has a clear vision for the school based on high expectations of all within a caring and supportive ethos. She is ably supported by senior and middle leaders, and a committed body of staff who work diligently together. There is effective teamwork throughout the school and staff at all levels consistently display effective professional attributes and set a good example for pupils. Staff with responsibility for different aspects of the curriculum have a thorough understanding of their roles. They undertake an effective range of activity, encouraging development, supporting professional learning and monitoring progress. As a result, they contribute effectively to improving provision and pupils' progress.

Members of the governing body are thorough and diligent in their approach to supporting the school and their role as a critical friend is well developed. They have meaningful input into self-evaluation activity and as a result have a thorough understanding of the school's strengths and priorities for improvement.

Spotlight: Governors working with leaders to deliver their vision for an inclusive dual steam school

Members of the governing body are involved in ensuring that parents can choose the language of provision when their children start at the school. They support the school's vision for a balanced bilingual community where all pupils and staff feel valued. This encourages collaboration across both language streams, strengthening relationships and forging strong bonds between pupils, staff and the wider community.

Leaders provide valuable opportunities for teachers to share effective practice with other schools, and this adds to the strong culture of professional learning and innovation at the school. Leaders manage the budget diligently and work closely with the Local Authority support services. They ensure that spending decisions focus directly on the school's priorities for improvement. They make purposeful use of specific grants to support pupils, including reducing the impact of poverty on learning and well-being.

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.

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Publication date: 07/05/2026