

Report summary for parents and carers on Pembroke Primary School

Date of inspection: June 2026

Summary

Pembroke Primary School is a caring and nurturing school where nearly all pupils feel safe, happy and supported. Staff build strong relationships with pupils and their families, creating a calm and welcoming environment. As a result, most pupils enjoy learning, behave well and show resilience when facing challenges.

Leaders have a clear vision for the school and understand its strengths and areas for improvement well. They use a range of information, such as pupil progress data and feedback from pupils and staff, to help plan improvements effectively. There is a strong whole-school commitment to improving attendance, with all staff contributing to clear expectations and consistent approaches. As a result, attendance has improved over time and fewer pupils are persistently absent.

Teachers provide a wide range of interesting and engaging learning experiences. A particular strength is how pupils demonstrate their application of skills across the curriculum in a creative way. Pupils take great pride in this work and enjoy talking about what they have learned and how their skills have improved. The school makes highly effective use of its outdoor areas to enrich learning. High-quality experiences support pupils to develop confidence, independence and teamwork, while also helping them build a strong connection with the natural environment. The school supports pupils' well-being effectively and provides a wide range of opportunities for them to take on responsibilities in school life.

Most pupils make good progress as they move through the school. They develop their speaking, reading and writing skills well, and apply these across different subjects. They also build secure mathematical and digital skills and use these confidently in their learning.

Teaching is effective overall. Teachers ask good questions to develop pupils' thinking and provide helpful verbal feedback. However, written feedback does not always clearly show pupils how to improve their work, and pupils do not always have enough opportunity to reflect on and improve their learning.

Staff understand pupils' social, emotional and sensory needs well. However, the school does not ensure that pupils in the SRBs experience equitable provision or benefit fully from the breadth of learning opportunities available across the school, and this restricts their opportunities to develop skills alongside their peers.

Recommendations and next steps

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

- R1 Ensure equity of provision for all pupils across the whole school
- R2 Provide more consistent opportunities for pupils to reflect on their learning, and to identify and address their next steps for improvement.

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

Full Report

If you would like to read more about Estyn's evaluation of the school, please follow this link to the [full report](#).

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