



**A report on**

**Golden Grove School  
Orange Way  
Pembroke  
Pembrokeshire  
SA71 4DP**

**Date of inspection: March 2011**

**by**

**Dorothy Morris**

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

During each inspection, inspectors aim to answer three key questions:

**Key Question 1: How good are the outcomes?**

**Key Question 2: How good is provision?**

**Key Question 3: How good are leadership and management?**

Inspectors also provide an overall judgement on the school's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

<b>Judgement</b>	<b>What the judgement means</b>
<b>Excellent</b>	Many strengths, including significant examples of sector-leading practice
<b>Good</b>	Many strengths and no important areas requiring significant improvement
<b>Adequate</b>	Strengths outweigh areas for improvement
<b>Unsatisfactory</b>	Important areas for improvement 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:

Publication Section  
Estyn  
Anchor Court  
Keen Road  
Cardiff  
CF24 5JW  
or by email to [publications@estyn.gov.uk](mailto:publications@estyn.gov.uk)

This and other Estyn publications are available on our website: [www.estyn.gov.uk](http://www.estyn.gov.uk)

**© Queen's Printer and Controller of HMSO 2011: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The copyright in the material must be acknowledged as aforementioned and the title of the report specified.**

.

## Context

Gelli Aur/ Golden Grove Primary School is situated in the historical town of Pembroke and is maintained by Pembrokeshire local authority. It serves a wide geographical area as pupils from further afield attend the school to access Welsh medium education. The area overall is described as one of considerable economic deprivation and the school is the fourth most challenged in its family of schools. Twenty eight per cent of pupils are in receipt of free school meals; a figure which is above both national and local averages.

The school caters for pupils aged three to eleven years old and there are 318.5 pupils (full time equivalent) on roll. The school accommodates a local authority language resource base, which is mainly for pupils with speech and language difficulties. A bilingual Flying Start unit is also accommodated on the school site.

Pupils attending the school represent the full range of ability. Currently, 34% of pupils are designated as having special educational needs (SEN) including two pupils who carry a statement of SEN. This percentage is significantly above both local and national averages. Ninety four per cent of pupils come from homes where English is the predominant language. Four pupils speak English as an additional language and a very few pupils are from ethnic minorities. Three pupils are looked after by the local authority.

The school provides education through the medium of Welsh or English in two separate streams. There are nine classes where pupils are taught through the medium of English and learn Welsh as a second language, and four classes where pupils are taught primarily through the medium of Welsh.

The school has achieved many awards. It is an accredited Healthy School, and has achieved Eco School status. It has met the standards to gain Investors in People accreditation and the Basic Skills Quality Standard.

The current headteacher has been in post since 2002. Since the last inspection, pupil numbers have increased and there have been improvements to the accommodation.

The individual school budget per pupil for Gelli Aur/Golden Grove Primary School is £3352 which compares with a maximum of £ 5769 and a minimum of £2995 for primary schools in the local authority. Gelli Aur/Golden Grove Primary School has the 44th highest budget per pupil out of the 65 primary schools in Pembrokeshire.

## Summary

<b>The school's current performance</b>	<b>Good</b>
<b>The school's prospects for improvement</b>	<b>Good</b>

### Current performance

The school's performance is good because:

- most pupils make good and sometimes very good progress during their period in the school;
- teaching is good overall;
- pupils are well-behaved, courteous and have good attitudes to learning;
- pupils are offered a good range of learning experiences;
- the level of support and guidance provided to pupils is very good;
- the focus on tackling social disadvantage to ensure equality of access for all pupils is a significant strength;
- links with parents and the community are good.

### Prospects for improvement

Prospects for improvement are good because:

- the school is well led and managed;
- staff know the school well and work effectively as a team;
- daily routines are well ordered and managed efficiently;
- curriculum leaders have a good knowledge of standards and the quality of provision in their subjects;
- there is good use of assessment data to monitor and track pupils' progress;
- new initiatives are improving aspects of learning and raising standards;
- the inclusive ethos of care and support effectively promotes pupils' learning and development.

## **Recommendations**

In order to improve further, the school needs to:

- R1 raise the attainment of more able pupils at the end of both key stages;
- R2 strengthen pupils' oral and writing skills further in English and Welsh;
- R3 improve standards in Welsh second language at both key stages;
- R4 develop assessment for learning strategies further across the school;
- R5 include a longer term view within aspects of forward planning.

### **What happens next?**

The school will produce an action plan to show how it will address the recommendations.

## Main findings

### Key Question 1: How good are outcomes?

Good

#### Standards: Good

Many children enter school with skills significantly below those normally expected for children of their age. School data shows that by the end of key stage 2 most pupils make good and sometimes very good progress in their learning.

Over the last four years, pupils' overall results at seven years of age as measured by end of key stage 1 teacher assessments in English, mathematics and science fluctuate a little but have been generally below those of the local authority, national and the family of schools. The high percentage of pupils with SEN in the cohorts impacts adversely on outcomes. When compared to similar schools nationally, based on entitlement to free school meals, the overall results place the school in the lower quarters.

Over the last four years, pupils' overall results at the end of key stage 2 have been above or similar to those of the local authority, national and the family of schools in most years. There was a dip in the outcomes in 2009 reflecting the high percentage of pupils with SEN in the cohort. When compared to similar schools nationally, based on entitlement to free school meals, outcomes place the school in the upper quarters in most years.

In recent years, the percentage of pupils achieving above the expected level (level 3) at the end of key stage 1 shows an upward trend. In 2010, outcomes were above the averages for the local authority, national and family of schools in English but remained below in Welsh, mathematics and science. At the end of key stage 2, the percentage of pupils achieving above the expected level (level 5) fluctuates a little but has been below the averages for the local authority, national and family of schools in most years.

There are no consistent differences in the performance of boys and girls although there are variations from year to year. Most pupils with additional learning needs, including pupils with English as an additional language, make good progress and achieve, and sometimes exceed, their targets. Many pupils targeted for reading support show good and often very good progress. Overall, pupils entitled to free school meals make consistent progress and achieve well relative to their ability and stage of development.

Nearly all pupils listen well and are attentive in class. By the end of key stage 2, the majority of pupils speak readily in English when discussing their work. A minority of pupils across the school offer brief responses demonstrating a limited range of vocabulary. Pupils' reading skills are good overall. The majority of pupils write competently for their age and ability while many older key stage 2 pupils write confidently in a range of styles and at length. A minority of pupils' writing across the classes demonstrate an insecure grasp of spelling, syntax and a limited range of vocabulary.

Across the school, pupils use their number and information communications technology (ICT) skills well in a variety of activities across the curriculum. Standards are good overall. Pupils' independent learning skills are developing well with older

key stage 2 pupils in particular demonstrating good thinking and problem-solving strategies in subjects such as mathematics, physical education and history. There are very good features in aspects of the oldest pupils' work in applying a range of ICT skills confidently to support their work.

Standards in Welsh second language are adequate. Across the school, most pupils understand and respond accurately to a range of simple questions and instructions during lessons, registration periods and collective worship. In the Foundation Phase, most children use basic patterns and simple vocabulary accurately in a range of tasks. As they move through the school pupils generally do not extend their vocabulary and sentence patterns sufficiently to maintain a simple conversation or consistently build on their basic reading and writing skills.

**Wellbeing: Good**

Nearly all pupils have positive attitudes towards healthy eating and exercise and they understand the importance of pursuing a healthy lifestyle. Pupils display considerable enthusiasm for participating in a range of extra-curricular activities relating to maintaining a healthy mind and body.

Most pupils demonstrate good attitudes to learning. They work productively with others and strive well to complete tasks to the best of their ability.

Pupils' behaviour is good. They are polite, courteous and respectful and this is evident throughout the school. Attendance is slightly below the all Wales and local averages. The school has identified the issue and has implemented strategies that have already resulted in improved attendance.

Members of the school council and eco committees are actively involved in making decisions and represent the views of pupils well and with enthusiasm. They can list the actions taken as a direct result of their initiatives such as the walk to school activity and enterprise day. Pupils acquire a good range of social and life skills through participation in the wide range of extra-curricular activities.

<b>Key Question 2: How good is provision?</b>
---

<b>Good</b>
-------------

**Learning experiences: Good**

The school provides a wide range of good learning experiences that meets the needs of pupils. Lessons are planned effectively and give good consideration to the learning needs of pupils of varying abilities. Planning for the development of pupils' key skills across the curriculum is good overall. The provision to develop pupils' ICT skills in upper key stage two is a strength. Provision to develop aspects of pupils' communication skills, specifically oral and writing skills, does not always focus sufficiently on extending pupils' skills and promoting accuracy.

Provision to promote awareness of the Welsh cultural dimension is developing well in many subjects and in the general life and work of the school. Planning and provision for Welsh language development in the Welsh stream is good overall. It is more inconsistent in the English medium stream. There are planned activities but strategies to promote the progressive development of language patterns and vocabulary in designated language lessons and various curricular areas are less well developed. In a few classes, there is good use of incidental Welsh throughout the day.

A report on Golden Grove School  
March 2011

Education for sustainable development and global citizenship is good. Pupils have relevant opportunities to apply what they have learned about sustainable development in their studies in other subjects and activities across the curriculum.

**Teaching: Good**

The quality of teaching is good overall. There are very good working relationships between pupils and staff within a very positive learning environment. Teachers employ a good range of teaching strategies and suitable resources. In Year 6, there are excellent features in the way the teaching promotes pupils' skills and in their involvement in evaluating their learning at the end of lessons. Teaching assistants are effectively deployed and make an important contribution to the learning. In the very few lessons where teaching is less effective, tasks do not always extend the more able sufficiently. In a few classes, there is an over reliance on worksheets.

Overall, good processes are in place to assess pupils' progress and to set individual targets. Outcomes are used appropriately to inform further planning to meet the needs of pupils of differing abilities. Pupils' work is regularly marked and, in the best examples, ways forward are clearly noted. The involvement of pupils in target setting procedures is well embedded and they are making appropriate progress in evaluating the extent to which these have been achieved.

Strategies to promote assessment for learning strategies are developing well in upper key stage 2 but are at a developmental stage in other classes. Annual reports to parents provide information of good quality about their children's progress.

**Care, support and guidance: Good**

The school is a well-ordered, caring community. A wide range of provision and initiatives effectively promote pupil's social, moral, spiritual and cultural development. Clear rules and procedures are implemented consistently throughout the school. There is a good focus on pupils' personal and social education. Tackling social disadvantage to promote access to learning lies at its core. The headteacher and staff monitor pupils' wellbeing rigorously and offer support of a high standard when needed. The school has an appropriate policy and procedures for safeguarding.

The school's support for pupils with additional learning needs is very good. It has good procedures to identify pupils' specific needs and to provide early intervention, which contributes to improved standards of achievement. Support for pupils who have a barrier to learning is particularly effective with very successful use of in-class support by a specialist support teacher. Pupils who attend the language support class receive good support and are included effectively in mainstream classes for a range of activities.

The school collaborates closely with a number of agencies to provide additional assistance for pupils who require specialist support; this is a very strong feature of the provision.

**Learning environment: Good**

The school provides a caring and welcoming environment for all pupils. It takes into account and values the diversity of pupils' backgrounds; this is a very good feature.



A report on Golden Grove School  
March 2011

Staff actively promote equal opportunities and all pupils have equal access to all areas of the curriculum and extra-curricular provision.

The school buildings and outside areas are well maintained and sufficient for the number of pupils. Displays of pupils' work and of school activities enhance the learning environment. Resources in general are ample, of good quality and are well matched to pupils needs. Good planning ensures the development of learning resources, such as the forest area, to enhance pupils' learning.

<b>Key Question 3: How good are leadership and management?</b>	<b>Good</b>
--	-------------

**Leadership: Good**

The leadership and management of the school are good. The headteacher knows the school well and has put in place effective strategies and procedures in many areas which are moving the school forward. These include Welsh-medium education, reading and ICT. Performance management systems are in place and effectively contribute to individual professional development and school improvement.

The headteacher is well supported by the senior management team, staff and governors. There are well defined roles and responsibilities and an effective corporate management system is developing well.

The governing body is well informed about the school's provision and performance. Members carry out their statutory responsibilities effectively and overall make a good contribution to the running and development of the school. The school benefits from well-established links between individual governors and curriculum leaders.

The school takes good account of national initiatives. It has made good progress in implementing the Foundation Phase and in extending provision in ICT. The school is also closely involved in local initiatives including those relating to tracking pupils' progress in acquiring key skills. All these initiatives are having a positive impact on developing curricular provision.

**Improving quality: Good**

A culture of self-evaluation is well established at the school and incorporates the views of all staff, governors, parents/carers and pupils. The effective use of a range of assessment data offers staff and governors an accurate picture of the school's performance and development.

The self-evaluation report outlines strengths and areas for development clearly. It makes good use of the outcomes of a range of monitoring activities including end of term and end of year evaluations by individual class teachers.

There are appropriate links between self-evaluation procedures and school improvement planning. School development plans contain clear priorities but progress in achieving targets are not always evaluated in sufficient detail. In addition, development plans focus on periods of a single year with few formal references to longer term objectives.

Initiatives resulting from self-evaluation have impacted well in many areas including improving standards in ICT and reading. For the most part, the school has been successful in addressing the recommendations of the last inspection.

A report on Golden Grove School  
March 2011

Staff are well-supported by a system of continuous professional development. There are good links with the local cluster of schools, and relationships with schools wider afield are developing well. This network of professional practice makes a positive contribution to the school's overall provision.

**Partnership working: Good**

The school has effective strategic partnerships which make a positive contribution to pupils' well-being and to raising educational standards.

The school communicates well with parents. The collaboration with its local family of schools is a strong feature and is effective in promoting and sharing ideas as well as developing aspects of the curriculum. There are very effective links with pre-school providers and with relevant secondary schools to which pupils transfer.

This is a community focussed school that offers pupils a range of cultural, sporting and wider enrichment opportunities through an extensive extra-curricular programme. The school also makes its facilities available for community use.

**Resource management: Good**

Resources are well managed to support the learning environment. There is good use of staff to deliver the curriculum and to ensure that other aspects of provision are well promoted. Good use is made of planning, preparation and assessment time to further enhance the learning experiences.

Good procedures ensure that resources are allocated appropriately to meet specific priorities. There has been good use of grants to support initiatives in literacy. The school's current involvement in the 'One Wales Laptop Scheme' is having an important impact on provision and pupils' achievement in ICT.

The school works closely with the local authority finance officer to oversee budgetary matters. This helps ensure that spending is effectively planned and monitored to promote provision of a good quality and to support pupils' learning. On this basis, the school provides good value for money.

## Appendix 1

### Stakeholder satisfaction report

#### Responses to parent questionnaires

A minority of the parents/carers completed the questionnaire and all express overall satisfaction with the school. Nearly all parents make positive responses in relation to most aspects of provision. They say that their children like being there and that they feel their children are safe at school. They believe that their children make good progress and that they as parents are kept well informed. They add that children receive sufficient additional support in relation to their learning needs and that pupils behave well. Most parents/carers believe that children are appropriately prepared to move on to their next school. Most parents believe that they can discuss their concerns with the school.

#### Responses to learner questionnaires

Most pupils in key stage 2 completed the questionnaire. Nearly all state that they feel safe, enjoy school and know who to turn to for help and guidance. Nearly all believe that they are doing well. There is agreement that the school teaches them how to keep healthy and to live healthier lifestyles. Nearly all believe that there are enough resources to enable them to learn well. Most pupils believe that homework helps them improve the standard of their work. The majority feel that other pupils behave well at all times.

## Appendix 2

### The inspection team

Dorothy Morris	Reporting Inspector
Brin Jones	Team Inspector
Gwynoro Jones	Lay Inspector
Amanda Bowen-Price	Peer Inspector
Mr L Johnson	School Nominee

#### Contractor:

EPPC/Severn Crossing Ltd  
Suite F2A Britannic House  
Britannic Way  
Llandarcy  
Neath  
SA10 6JQ

A report on Golden Grove School  
March 2011

### Copies of the report

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

Under the Education Act 2005, the school must provide copies of the report free of charge to certain categories of people. A charge not exceeding the cost of reproduction may be made to others requesting a copy of the report.

### Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and LEAs.

The term 'Reception' (R) refers to the year group of pupils in a primary school who reach the age of five during the academic year. Year 1 refers to the year group of pupils who reach the age of six during the academic year and so on. Year 13 is the year group of students who reach the age of 18 during the academic year.

Primary phase:

Year	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The four key stages cover the following year groups:

Key stage 1	Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11