



Rhagoriaeth i bawb – Excellence for all

Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

A report on

**Pembrey C.P. School
Ashburnham Road
Penbre
Carmarthenshire
SA16 0TP**

Date of inspection: June 2012

by

**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:

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

The report was produced in accordance with Section 28 of the Education Act 2005.

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Context

Pembrey County Primary School is in the centre of the village of Pembrey, five miles to the west of Llanelli.

There are currently 245 pupils between three and 11 years old on roll. There are nine classes in the school. The number of reception classes has increased from one to three to accommodate a rise in pupil numbers.

Approximately 28% of pupils are entitled to free school meals. The percentage has recently increased by approximately 5% and it is a little higher than the local authority and Welsh averages. Twenty-eight per cent of pupils have special educational needs. There are four pupils who are looked after by the local authority.

There are very few pupils from minority ethnic backgrounds. All pupils speak English at home and no pupil speaks Welsh as a first language.

The school was last inspected in 2006. A new headteacher and deputy headteacher took up post in 2010.

The individual school budget per pupil for Pembrey County Primary School in 2011-2012 is £3,162. The maximum budget per pupil in Carmarthenshire schools is £18,947 and the minimum is £3,114. Pembrey County Primary School is 97th out of 110 primary schools in Carmarthenshire in terms of its school budget per pupil.

Summary

The school's current performance	Good
The school's prospects for improvement	Good

Current performance

The current performance of the school is good because:

- most pupils' standards of attainment are good by the end of key stage 2;
- most pupils are well motivated;
- pupils have a strong sense of respect and care and concern for others;
- teaching is of good quality; and
- partnerships with parents and the local community are strong.

Prospects for improvement

The prospects for improvement are good because:

- the senior management team have a clear vision for the future development of the school, which all staff share;
- data is thoroughly analysed and used effectively to identify areas for improvement;
- the school addresses local and national priorities well; and
- the school actively seeks and acts upon the views of pupils, parents and staff.

Recommendations

In order to improve, the school needs to:

R1 develop greater consistency in pupils' standards in writing across subject areas in key stage 2;

R2 ensure that teachers provide constructive written feedback to pupils on how to improve their work; and

R3 ensure that all monitoring focuses clearly on standards of pupils' work.

What happens next?

The school will draw up an action plan that shows how it will address the recommendations.

Main findings

Key Question 1: How good are outcomes?	Good
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Standards: Good

Overall, standards of attainment at Pembrey County Primary School are good.

Most pupils recall previous learning very well and they explain clearly their ideas to others. They make appropriate progress in new learning. Pupils listen carefully to one another and generally have good speaking skills.

The recent introduction of a phonics programme is helping to improve pupils' phonological awareness and spelling skills. By the end of key stage 2, most pupils read competently for their age and many pupils use appropriate expression and intonation when they read aloud. Many pupils read a good range of books and they can explain clearly the reasons for their choices.

In the Foundation Phase, pupils' standards in writing are appropriate. However, the standards of writing across key stage 2 vary too much from class to class. Nonetheless, by the age of 11, many pupils express their opinions well in writing. They write competently for a range of purposes and a variety of audiences across a range of subjects. By this stage, most pupils write with a joined script and they present and structure their written work well. The majority of pupils make effective use of literacy skills across a range of curriculum areas.

Standards in Welsh are good overall. Pupils in the Foundation Phase generally have a good understanding of simple Welsh. By the end of key stage 2, pupils are able to understand simple and complex sentences in Welsh in the present and past tenses. They express themselves well verbally and in written form in simple sentences. A few pupils write well in more complex Welsh. Most pupils read Welsh aloud with good pronunciation and intonation.

By the age of seven, most pupils attain the expected level (level 2) in English, mathematics and science well when compared with pupils' attainment in other similar schools, the local authority and across Wales. A few pupils achieve higher (level 3) than the expected level at the end of the Foundation Phase.

There has been an upward trend in attainment of the expected level (level 4) in English, mathematics and science by pupils aged 11 in the last three years. Pupils' attainment in English and mathematics at the higher than expected level (level 5) is above average when compared with that of pupils in similar schools, the local authority and Wales. However, there has been a downward trend in attainment at level 5 over this period. By contrast, the percentage of pupils attaining the higher level (level 5) in science has improved significantly. It is above the average for pupils in similar schools, the local authority and across Wales.

Nearly all pupils with additional learning needs achieve well against prior attainment and personal targets and they make good progress relative to their ability. Pupils

entitled to free school meals make good progress and attain their targets well relative to their ability. In 2010-2011, at the end of key stages 1 and 2, boys outperformed girls in English, mathematics and science.

Wellbeing: Good

Most pupils are very well motivated and they take part a full part in lessons.

Pupils have positive attitudes to keeping healthy and safe and they understand the importance of eating a healthy diet and taking exercise. Pupils feel safe and secure in the school. The school deals effectively with any bullying through a range of strategies that include a strong focus on children's rights and responsibilities.

Attendance is consistently good and it is above the average for similar schools, the local authority and for Wales.

Pupils are respectful to each other, their teachers and visitors to the school. Pupils regularly provide useful feedback on a range of issues to the headteacher and the governing body through completion of questionnaires and the views of the school council. Pupils have a strong sense of respect and care and concern for others. Members of the Young Ambassadors' group are effective role models for other pupils in the school.

Key Question 2: How good is provision?	Good
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Learning experiences: Good

The school provides a stimulating range of opportunities for pupils' learning. There is good planning in place to ensure coverage and skills across the curriculum, but it is not consistently applied in all classes across key stage 2.

A wide range of extra-curricular activities provide good additional opportunities for pupils of all ages and abilities to participate in cultural activities, team work and to represent the school effectively in the community.

The school has a strong Welsh ethos. All pupils have a good sense of Welsh culture and the Welsh dimension is promoted well in classes through cross curricular teaching, particularly in art, music and geography. A programme that encourages pupils to use their Welsh frequently through the day is effective in helping to develop pupils' spoken language effectively.

The school promotes pupils' awareness of sustainable development well through the work of its eco and fair trade committees. However, the provision for global citizenship is less well developed. There are good opportunities for pupils to develop their understanding of the individual's rights and responsibilities. Each class prepares its own rights charter. These are displayed prominently in classrooms and around the school and pupils make frequent reference to them.

Teaching: Good

Most teachers have good up-to-date subject knowledge and they plan effectively with clear learning objectives. Many lessons are well paced and staff intervene at appropriate times and provide effective support to pupils. Most teachers provide interesting activities that engage pupils well. Teachers work effectively with support staff to develop pupils' learning. Across the school, teachers encourage pupils' independent learning skills well. However, in a few classes, teachers do not have high enough expectations of what their pupils can achieve and they do not challenge their pupils of all abilities effectively enough. In a few cases, teachers use Welsh and English very effectively in lessons to improve pupils' bilingual abilities.

In the majority of classes across the school, teachers give pupils good opportunities to assess their own learning against the learning objective set by the teacher. Teachers mark pupils' work regularly and provide constructive feedback on what pupils do well. However, teachers' comments do not always provide pupils with enough information on how to improve their work. The school has a clear and systematic process for tracking pupils' progress. Teachers use outcomes well to track groups of pupils' progress, particularly in intervention and support groups. The school provides parents with informative reports. However, they do not as yet contain targets for improvement.

Care, support and guidance: Good

The school acts as a caring community and as a result nearly all pupils feel safe and happy. There is a wide range of appropriate policies in place for promoting healthy living and pupils' wellbeing and to encourage pupil involvement in their school and the wider community. Staff monitor pupils' wellbeing appropriately and act quickly and sensitively in response to concerns. The school is successful in promoting pupils' spiritual, moral, social and cultural development.

The school liaises very well with specialist agencies for the benefit of pupils. There are clear identification arrangements for pupils with additional learning needs. Child-friendly individual education plans provide pupils who need additional support with clear targets to improve their learning. Staff review and evaluate plans regularly and update them in consultation with parents. Recently introduced systems are effective in identifying more able and talented pupils. This has resulted in improved provision for these pupils.

The school has an appropriate policy and has procedures for safeguarding.

Learning environment: Good

Leaders are committed to creating a happy, welcoming and supportive environment that includes all pupils equally. The school's policies, curriculum and practices are effective in ensuring that all pupils receive fair treatment. As a result, pupils have a good understanding of equality issues and their responsibility to treat all people with respect.

The school's site and building are well utilised for the needs of the pupils. Display boards are colourful and stimulating in most areas. They provide useful information on the school's activities as well as pupils' achievements. The exterior learning areas for Foundation Phase pupils are well developed. The school has also developed an outdoor learning area suitable for younger key stage 2 pupils. Pupils have contributed fully to the development of the exterior play area. It now provides pupils with a good range of activities for play. All areas of the school are clean and well maintained.

Key Question 3: How good are leadership and management?	Good
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Leadership: Good

The headteacher has a clear vision for the school's development, which she communicates well to all staff and share a common purpose and values. The deputy headteacher provides good support to the headteacher. The senior leadership team have a growing awareness of their whole school responsibilities. However, they are not yet involved fully enough in judging standards across the school.

All staff have appropriate job descriptions that match their roles well. Staff attend regular meetings that generally generate action points linked to school improvement. Performance management arrangements are effective in raising staff awareness of strategic priorities and their role in helping the school to achieve its priorities.

The governing body has appropriate committees that monitor the work of the school and its progress against school development targets well. Governors understand the school's performance data and know how it compares with that of other similar schools. They use this information to challenge and support the school effectively.

The school has addressed local and national priorities well. The Foundation Phase is established successfully and boy's underperformance in reading has been addressed appropriately through better provision and resources. Healthy schools and eco schools are core elements of the curriculum and are embedded well in many subjects.

Improving quality: Good

The school has a realistic timetable in place to evaluate many aspects of its work and leaders have a generally accurate picture of strengths and areas in need of improvement.

The school seeks the opinions of parents and pupils actively and responds well to their suggestions for improvement. The headteacher and deputy headteacher analyse pupil data effectively and use the information appropriately to determine areas for improvement. Senior staff observe lessons regularly. However, too many monitoring activities focus on the quality of provision rather than the standards pupils achieve.

The school development plan has a manageable number of targets for improvement that link well to the self-evaluation report. Timescales and responsibilities are clear, but in a few instances success criteria are too generic and not easily measurable.

In most classes, teachers' involvement in professional learning communities is having a positive impact on improving provision and pupils' standards, particularly in writing and wellbeing. Staff work well with other local schools and this has resulted in a greater sharing of ideas and resources. Within the school, staff learn well from each other and share expertise.

Partnership working: Good

The school has strong and effective partnerships with parents and the local community. Leaders are proactive in securing new partnerships that help to improve opportunities for pupils. For example, the recent re-siting of the school library into the community library has raised the profile of reading well. The partnership with local business and a financial institution has improved pupils' numeracy skills and their understanding of financial management.

The school has effective transition arrangements and joint working practices with its local feeder secondary school. Across the cluster of local primary schools, staff collaborate well to plan a continuous and consistent approach to teaching and provision for pupils who transfer to the local secondary school. Standardisation and moderation procedures with other local primary schools are secure and they result in accurate assessments at the end of key stage 2.

Resource management: Good

Leaders deploy teaching and support staff suitably to meet the needs of pupils and the curriculum. Planning, preparation and assessment time is organised efficiently and impacts particularly well on pupils' standards in Welsh and physical education.

The school generally maintains its buildings well. The school has recently begun a refurbishment programme that has led to improvements in both the internal and external accommodation. For example, new fencing has improved site security. The purchase of large outdoor play equipment and all-weather stages has improved creative and physical development opportunities for all pupils.

The school has adjusted its spending decisions well in light of increasing pupil numbers. Leaders have sound financial plans, linked to school priorities, to reduce their surplus budget.

As pupils attain good standards and the school makes effective use of resources, the school offers good value for money.

Appendix 1

Commentary on performance data

By the end of key stage 1, most pupils attain the expected level (Level 2) in English. Although there has been a fluctuating trend over three years, pupils' attainment is above the average for similar schools, the local authority and the Wales national average. In 2010-2011, pupils' attainment at level 2 (92%) was above the average for pupils in similar schools (84%), the local authority average (82%) and the Wales national average (84%). At level 3, pupils' attainment improved compared with the previous year's levels, and was above the average for similar schools, the local authority and Wales as a whole. In 2010-2011, pupils' attainment in reading, oracy and writing improved at level 2, but there was a downward trend in writing at level 3.

In mathematics, pupils' attainment has improved in 2010-2011 with all pupils attaining level 2. However, while outcomes were above the averages for similar schools, the local authority and Wales as a whole, there has been a slight downward trend over a three-year period at level 3.

In science, there has been a slight downward trend over three years in the proportion of pupils attaining level 2. Nonetheless, in 2010-2011 pupils' attainment was above the average for similar schools, the local authority and Wales as a whole.

There has been an upward trend in the proportion of pupils attaining the expected level 4 in English, mathematics and science at the end of key stage 2 in the last three years. In 2010-2011, pupils' attainment in English was above the average for similar schools, the local authority and Wales. In mathematics, pupils' attainment at level 4 shows an upward trend with significant improvement on the previous year, with an average in 2010-2011 that is above the similar schools, local authority and national averages. In science, pupils' attainment at level 4 shows an improving trend over a three-year period with outcomes above the average for similar schools, the local authority and Wales in 2010-2011.

At level 5, pupil attainment shows a downward trend in English and mathematics while still remaining above the average for similar schools, the local authority and Wales. However, there has been an upward trend in science.

Girls have tended to do better than boys in English, mathematics and science, but boys did better than girls last year. There is no significant difference between the attainment of pupils who are looked after and pupils who receive free school meals when compared with pupils who are not in these groups.

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

One hundred and fifteen pupils in key stage 2 completed the questionnaire. All pupils say that they feel safe in school. Most pupils feel that the school deals well with bullying and all know whom to talk to if they feel worried or upset. All pupils feel that the school teaches them how to keep healthy and that there are opportunities to exercise. Most feel that they are doing well at school and that their teachers and other adults help them to make progress in their learning. All pupils feel they know whom to ask if they need help, while most feel that homework helps them to improve their work in school. All pupils feel that they have enough books and equipment. Most feel that pupils behave well at break times and in class and that they can concentrate on their work.

Pupils' responses to nearly all the questions in the questionnaire reflect a higher degree of confidence in and satisfaction with their school than pupils' responses in other schools in Wales overall.

Responses to parent questionnaires

Forty-one parents/guardians completed the questionnaire and nearly all are very positive about their experience of the school and feel that the school is well run. Most feel that their child has been helped to settle into school well and that their child is happy at school. Most feel that their child is making good progress and that pupils behave well. Most feel that teaching is good, that teachers have high expectations of pupils and that pupils receive appropriate homework. Most are happy that their child is safe at school and is treated with respect. Most are happy that pupils are encouraged to eat well and take exercise as part of a healthy lifestyle. Most are happy that their child receives appropriate additional support when needed and that they are kept well informed about their child's progress. Most are happy about approaching the school if there is a problem and the majority understand where to find and how to use the complaint's procedure. Most think that the school helps their child to develop well and be ready to move onto the next school. The majority of parents/guardians feel that there is a good range of extra-curricular activities for pupils.

Parents' responses to the questionnaire reflect a very high degree of satisfaction in the school when compared with parents' satisfaction in other schools in Wales overall.

Appendix 3

The inspection team

Penny Lewis	Reporting Inspector
Liz Miles	Team Inspector
Glenda Jones	Lay Inspector
Damon McGarvie	Peer Inspector
Helen Jacob (Headteacher)	School Nominee

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.uk)

Under the Independent School Standards (Wales) Regulations 2003, the school must provide copies of the report to all parents of the school. Where a pupil is subject to placement by a local authority, a copy of the report should be sent by the school to each relevant authority.

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' (FPR) refers to the year group of pupils in a primary school who reach the age of five during the academic year. FYear 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	FPR	FPY1	FPY2	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:

Foundation Phase	Reception, 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

Glossary of terms – Primary

National Curriculum

Expected National Curriculum levels

- By the end of the key stage 1, at the age of seven, learners are expected to reach level 2 and the more able to reach level 3.
- By the end of the key stage 2, at the age of eleven, learners are expected to reach level 4 and the more able to reach level 5.

Core subject indicator in all key stages

The core subject indicator relates to the expected performance in English or Welsh first language, mathematics and science, the core subjects of the National Curriculum. Learners must gain at least the expected level in either English or Welsh first language together with mathematics and science to gain the core subject indicator.

All-Wales Core Data sets

Schools and local authorities may refer to performance relative to their family of schools. These families of schools have been created to enable schools to compare their performance to that of similar schools across Wales. Families include schools with similar proportions of pupils entitled to free school meals, living in 20% most deprived areas of Wales, having special education needs at school action plus or statemented and with English as an additional language acquisition less than competent.