



Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru
Her Majesty's Inspectorate for Education and Training in Wales

A report on

**Ysgol Gelli Aur Golden Grove
Orange Way
Pembroke
Pembrokeshire
SA71 4DP**

Date of inspection: Gorffennaf 2018

by

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

About Ysgol Gelli Aur Golden Grove

Gelli Aur Golden Grove Primary School is situated in Pembroke, in Pembrokeshire local authority. It provides education through the medium of Welsh or English for its pupils within two language streams. There are 389 pupils aged 3 to 11 years on roll, including 41 part-time and 27 full-time pupils in the nursery. They are divided into 12 classes, including seven mixed-age classes. There are four Welsh-medium classes and eight English-medium classes.

The three year average of pupils eligible for free school meals is around 21% of pupils are eligible for free school meals. This is slightly above the average for Wales of 19%. The school identifies 34% of pupils as having additional learning needs, which is higher than the national average of 21%. A very few pupils have a statement of special educational needs. A very few are in the care of the local authority. Most pupils are of white British ethnicity and a very few pupils have English as an additional language. A very few pupils speak Welsh at home.

The current headteacher took up his post in April 2015. The school's previous inspection was in March 2011.

Further information is available from the Welsh Government My Local School website at the link below.
<http://mylocalschool.wales.gov.uk/Schools/SchoolSearch?lang=en>

Summary

Many pupils at Gelli Aur Golden Grove Primary School generally make good progress from their starting points. Most have positive attitudes to learning and treat each other with care and respect. However, many pupils' Welsh literacy skills in the Welsh stream are underdeveloped. Many teachers provide interesting learning experiences that motivate pupils to learn, but this is not consistent across the school. As a result, teachers' expectations are not always high enough and the tasks do not always challenge all groups of pupils sufficiently.

The headteacher has worked well with staff and leaders to improve the provision and standards in important areas. They have useful procedures to analyse the work of the school and to identify areas for development, but they do not always identify all areas accurately. Although the school is developing the use of the Welsh language successfully across the English stream, leaders do not always ensure that the Welsh language has a high enough status in the life and work of the school.

Inspection area	Judgement
Standards	Adequate and needs improvement
Wellbeing and attitudes to learning	Good
Teaching and learning experiences	Adequate and needs improvement
Care, support and guidance	Adequate and needs improvement
Leadership and management	Adequate and needs improvement

Recommendations

- A1 Raise standards of pupils' Welsh literacy skills in the Welsh language stream
- A2 Ensure that all teachers have high expectations in order to challenge all pupils effectively
- A3 Ensure consistency and accuracy in teachers' assessments in the Welsh stream
- A4 Improve quality of monitoring procedures in order to identify areas for improvement better

What happens next

The school will draw up an action plan to show how it is going to address the recommendations. Estyn will review the school's progress.

Main findings

Standards: Adequate and needs improvement

Many pupils in the foundation phase develop strong skills in literacy. By the end of Year 2, most pupils in the English stream speak confidently and enjoy discussing their work with others. They read with understanding and talk about their favourite authors and stories with confidence. Many write extended pieces independently and use rich vocabulary in their writing, such as describing the sea monster as 'huge, massive even bigger than two elephants!' They apply their literacy skills effectively in other areas of learning and to the same level as in their language lessons. In the Welsh stream, many pupils' early literacy skills are developing well. They confidently include familiar Welsh words in conversation and make appropriate attempts at writing phonetically. However, pupils do not always build on their previous learning in order to develop their literacy skills effectively. Their vocabulary and understanding of sentence structure are weak. This hinders their ability to communicate confidently in Welsh, to read and understand texts, and to write independently.

In key stage 2, many pupils develop good speaking and listening skills. They contribute well to class discussions using appropriate vocabulary. For example, in Year 6, pupils discuss the impact of racism and segregation, showing empathy and using sophisticated vocabulary. More able pupils use a wide range of interesting vocabulary and express their ideas and opinions maturely and with due consideration to the audience. Many pupils make effective progress with their reading, with examples of very competent, avid readers in upper key stage 2. They demonstrate the use of various strategies well and apply these appropriately for various purposes, such as skimming or scanning to gain information quickly. Most pupils have good understanding of content and can respond confidently to various texts. Across key stage 2, many have a good understanding of a range of writing genres and text types and apply their skills successfully when writing across the curriculum. More able pupils write extended pieces of writing well, using a wide range of rich, interesting vocabulary, similes and metaphors for effect. Most present their work neatly and redraft pieces of text well in order to make improvements. However, many key stage 2 pupils in the Welsh stream do not make sufficient progress in developing their Welsh literacy skills. They do not have sufficient grasp of sentence structure and appropriate vocabulary to express themselves with fluency both orally and in their writing. This also inhibits their ability to read fluently and to discuss the content at a level in line with their age and ability. As a result, their writing skills are underdeveloped in both languages.

Pupils' Welsh language skills in the English stream are developing well and most show interest and enthusiasm during lessons. In the foundation phase, most make appropriate progress and show a good understanding of familiar words and phrases in a range of contexts. Across key stage 2, most develop their understanding of words and phrases and use them confidently to begin to express their thoughts and ideas. Many are developing appropriate reading and writing skills by following familiar sentence patterns.

Across the school, most pupils made good progress in their number, shape, measure and data handling skills. They use these skills well when solving a range of

problems. For example, reception pupils organise fish in order of size successfully, using cubes to measure the difference in size. By Year 2, most pupils use their mental arithmetic skills effectively in their 'Number Ninja' activity to ensure that their columns add to the same number. Across key stage 2, most pupils build upon their previous knowledge of mathematics and on their numeracy skills well as they move through the school. Good examples of this include Year 4 pupils measuring the length of the sides of polygons successfully to calculate the length of the perimeter, whilst pupils in Year 6 use their knowledge purposefully to calculate the volume of different cubes and cuboids. Generally, many pupils apply their mathematical knowledge effectively when working across the curriculum. For example, during their science investigations, pupils in Year 6 create and interpret a line graph skilfully to compare the different temperatures of water in test tubes when attempting to demonstrate why penguins huddle.

Many pupils use information and communication technology (ICT) effectively to support their learning when researching a topic, handling data, programming, presenting and communicating information. In Year 2, most pupils use a range of skills to enhance their learning. For example, they make an animation of a crab walking across the seabed. Most pupils access Wales' virtual learning platform and navigate their way to relevant software to access their work. Many key stage 2 pupils use spreadsheets and databases successfully to manipulate data and search for information, for example when using spreadsheets to interpret and create graphs based on weather patterns in various places around the world, including Reykjavik, Barcelona and Nepal. Many pupils use their ICT skills well to reinforce their learning across the curriculum, often combining a range of skills, software and apps to create a multi-media presentations. For example, Year 6 pupils created a 'Fashion Vlog', using green screen technology and apps effectively to capture the interest of the viewer.

Across the school, many pupils with additional learning needs make good progress towards their targets.

Wellbeing and attitudes to learning: Good

Nearly all pupils feel safe, well cared for and valued. Many show a secure understanding of the school's values of respect, readiness and responsibility and how these apply to their daily lives. As a result, they show respect and a caring attitude towards each other, for example by using the 'Friendship Bench' during break times, participating in daily yoga sessions and using 'The Cwtch' contribute effectively to their emotional development and resilience. Most pupils behave well and show tolerance towards each other in classes and on the playground. Nearly all have a clear understanding of whom they can ask for help with work or any other issues which may arise.

Across the school, most pupils respond positively to the school's focus on improving attendance and understand the importance of attending school regularly. As a result, the school has made significant progress in improving attendance and has placed the school between the top 25% and higher 50% when compared with similar schools over the past two years.

Many pupils have an appropriate understanding of how to stay safe online and are aware of the importance of making sensible choices in relation to eating and drinking, for example by growing their own vegetables and cycling to school. They have a good understanding of the importance exercise has on their health and wellbeing, with many pupils taking advantage of a wide range of physical activities during the school day and in after school clubs.

Across the school, pupils take on a range of leadership roles through the many pupil voice groups, for example the school council, the eco council and 'Y Criw Cymraeg'. Nearly all pupils take their roles and responsibilities seriously and contribute positively to school improvement. For example, pupils have corresponded with the local authority to express concern about losing an area of their school grounds to housing.

Many pupils are confident, engage well in their learning and cooperate well with each other in various learning contexts. They work effectively in pairs, small groups and whole class situations. Many pupils respond appropriately to questions and participate actively in discussions. Most persevere when faced with challenges and employ different strategies well in order to succeed. For example, reception pupils show resilience when struggling to cut out their fish and Year 2 pupils resolve challenging problems when coding without the need to ask their teacher for help.

Teaching and learning experiences: Adequate and needs improvement

Nearly all staff develop strong working relationships with pupils and show mutual respect for each other. In the foundation phase, most teachers plan well to ensure that pupils experience a wide range of interesting and exciting learning experiences. They plan suitably across both language streams to ensure continuity and progression in pupils' skills in most areas. Most ensure rich, exciting activities, which stimulate pupils' interests well and enable them to take responsibility for their own learning. Staff have developed vibrant and purposeful outdoor and indoor learning environments that enable pupils to build on previous learning well and apply their skills well in a wide range of contexts. This ensures a good balance between adult-led and pupil-led activities through effective active and experiential learning experiences. Most staff have high expectations for pupils and ask challenging questions, which promote pupils' thinking and reinforce their learning well.

In key stage 2, teachers plan together appropriately to ensure that pupils across the two language streams receive similar learning experiences. This ensures that pupils build on their skills, knowledge and understanding suitably as they move through the school. Many teachers have high expectations for all pupils and ensure good pace during lessons. They set clear learning objectives and use a range of resources well to engage the pupils' interests. In the best examples, teachers set challenging real-life scenarios that allow pupils to use their knowledge and skills to solve problems. For example, Year 6 pupils use their numeracy and ICT skills effectively to determine the best prices of food for their 60s party. However, in a few classes, teachers' expectations are not high enough and the tasks do not challenge all groups of pupils sufficiently. In these classes, teachers' planning does not always deliver a rich variety of learning experiences that reinforce pupils' skills and knowledge effectively. As a result, pupils do not always receive purposeful opportunities to work independently and take responsibility for their own learning.

Across the school, nearly all teachers are good language models. However, teachers in the Welsh language stream do not always provide suitable opportunities for pupils to consolidate their use of the Welsh language in lessons and around the school. In all classes, pupils do not always receive purposeful opportunities to contribute their ideas to planning activities and learning experiences. Overall, the quality of teaching is adequate and needs improving.

Most teachers give pupils regular and purposeful feedback on what they are doing well and what they can do to improve their work. Teachers provide useful oral and written feedback during lessons, and allow pupils suitable opportunities to respond and improve their work.

The provision for Welsh in the English stream is good and the importance given to promoting the language is strong. Leaders ensure that all staff have suitable opportunities to improve their own language skills in order to help pupils learn. For example, a minority of teachers have taken advantage of sabbatical training to improve their confidence and skills to deliver Welsh lessons, which meet the needs of their pupils well. A few teaching assistants have also recently participated in purposeful training in order to support pupils to learn the language in the foundation phase. As a result, staff deliver purposeful lessons and activities that build successfully on pupils' previous learning across the school. However, teachers in both language streams do not always plan sufficiently to enable pupils to learn about their Welsh heritage and culture, including the rich history of their local area.

Many teachers plan well for the development of pupils' ICT skills through a range of purposeful cross-curricular themes and topics. This is particularly strong across most of the foundation phase and in many key stage two classes. This enables pupils to use their ICT skills to enhance their learning in meaningful contexts. In the best examples, teachers plan exciting activities and challenges that allow pupils to use ICT to develop their literacy and numeracy skills, for example when using green screen technology to produce a TV advert to promote the seven wonders of the world. Teachers also ensure that pupils learn about the importance of online safety through suitable experiences from a range of sources.

Care, support and guidance: Adequate and needs improvement

The school provides a caring and supportive ethos for pupils, with a clear focus on developing their emotional and social wellbeing. There are a wide range of effective arrangements to ensure that pupils develop their social, behavioural and emotional skills. For example, the school has created a safe place for pupils in the 'Cwtch' area to unwind or deal with any issues that arise during break and lunchtimes. The lunchtime nurture group, the 'Sunshine Club', along with other intervention groups have a positive effect on improving pupils' wellbeing. The school has worthwhile provision for pupils with educational and emotional needs, such as that provided by the nurture class. Pupils in this class make good progress in their learning in a supportive environment.

The school's arrangements for safeguarding pupils meet requirements and are not a cause for concern.

The school promotes pupils' moral and spiritual development appropriately through the curriculum and acts of collective worship. For example, Year 6 pupils discuss maturely how Martin Luther King was instrumental in changing the views of people about segregation.

The school has suitable procedures for moderating pupil progress data internally. As a result, many teachers have a secure understanding of how to assess pupils' achievement and attainment correctly. In these classes, teachers are robust and accurate in their judgements. However, in the Welsh stream, end of key stage assessments are often too generous and do not reflect the standards that pupils achieve in lessons and in their books.

Teachers use a wide range of data appropriately to track pupils' individual progress and to identify their particular needs. Through effective partnerships with Flying Start and external agencies, leaders identify needs early and plan beneficial strategies to deal with these. The school provides a wide range of intervention programmes that have a positive effect on many pupils' English literacy, numeracy, social and emotional skills. Staff monitor pupils' progress carefully and are proactive in adapting intervention programmes for individual pupils when necessary. The school has strong links with a wide range of specialist services and works with them closely to offer support to pupils and families according to need. An effective example of this is the project for pupils who suffer anxiety issues, especially when transferring to the secondary school.

The school has developed very strong partnerships with parents. There are regular, worthwhile opportunities available to parents that enable them to support their children successfully. For example, workshops for parents give them the opportunity to develop their understanding of how to help their children with their literacy and numeracy skills. Through activities like 'Make a difference day', parents, working alongside their children, have supported the school well in improving the school grounds. The school has improved its communication with parents, and the school app, social media and newsletters provide parents with useful information on school life.

The school is gradually promoting pupils' use of the Welsh language in lessons and around the school. For example, the introduction on the 'Criw Cymraeg' and the Welsh Language Charter is having a positive effect on pupils' Welsh language skills and appreciation of the language in the English stream. However, the school does not ensure that the Welsh language has a high enough status. For example, the language on the school's website, social media accounts and correspondence is usually in English only. This does not enable parents to access information in the language of their choice or promote Welsh as a living language for pupils.

A strength of the school is the wide range of opportunities for pupils to participate in extracurricular activities and in creative and sporting events. For example, the school choir, orchestra and brass quintet perform regularly in the community and compete in local competitions. There are effective opportunities for pupils to participate in a wide range of sports, such as golf and cycling proficiency training. As a result of this training, pupils, staff and parents participated in their own 'Tour de Pembroke' bicycle ride. Consequently, pupils have a good understanding of the importance of how to keep fit and healthy. The school has appropriate arrangements to promote eating and drinking healthily.

Leadership and management: Adequate and needs improvement

Since his appointment, the headteacher has shared his vision effectively with all staff, which has resulted in a positive ethos of providing a firm learning platform on which pupils can develop. He has made a number of key improvements to the school that provide a purposeful strategic direction to its work, for example by working alongside staff to develop foundation phase pedagogy and improve pupils' behaviour across the school. This is having a positive effect on the provision as well as on pupils' standards and wellbeing.

The headteacher has established and implemented a clear leadership structure. With the support of the governing body, he has appointed new members of staff to strategic roles across the school. This ensures that leaders understand their role and how they contribute to raising standards. However, a few leaders do not always set high enough expectations for staff, pupils and themselves. As a result, inconsistencies in provision and standards across the school are not always addressed effectively enough.

Governors are supportive of the school and have a sound understanding of its performance. They gain this through detailed reports from the headteacher and visits to the school. This is enabling them to begin to hold the school to account for its provision and standards.

Leaders set a clear and regular timetable for monitoring and evaluating the provision and standards. They, and the staff, use a suitable range of evidence in order to measure the school's performance. This enables leaders to target areas for improvement appropriately, for example to improve the provision and standards in mathematics and mathematical development as well as the development of English literacy. However, leaders do not always correctly identify important areas for improvement through their monitoring and evaluation processes, such as developing a consistent understanding of teacher assessment and standards of Welsh literacy skills in the Welsh stream.

Overall, the school is making suitable progress in addressing national priorities such as reducing the impact of poverty on educational attainment, implementing the foundation phase pedagogy and developing pupils' numeracy skills across the curriculum.

The school uses performance management appropriately to support the professional development of all staff. This includes identifying areas for development and agreeing targets to help staff improve their knowledge, understanding and skills. As a result, staff have access to a wide range of professional learning opportunities that enable them to further develop their practice. For example, the headteacher and foundation phase staff have benefited from visits to other schools, which has had good impact on developing a consistent approach to delivering the foundation phase pedagogy.

The school manages its resources effectively. The governing body and headteacher monitor the school's budget carefully and ensure that spending decisions link closely to development priorities. Leaders evaluate key expenditure thoroughly. The school has developed many indoor and outdoor learning spaces well to meet the needs of

its pupils, particularly the in foundation phase. For example, staff in conjunction with other agencies use the extensive woodland area well to provide enriching and exciting outdoor learning experiences for all pupils.

The school uses the pupil development grant purposefully. For example, they provide 'Pit Stops' for parents of specific groups of pupils. During these sessions, staff share advice on how to support their children by improving their attendance, reading and numeracy skills. Drama workshops also allow parents and their children to work collaboratively on interesting and exciting projects, which support pupils' learning well, for example by creating a time travelling video together during the school's 'Pit-stop' sessions.

Copies of the report

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

Estyn evaluates a provider's effectiveness using a four-point judgement scale:

Excellent	Very strong, sustained performance and practice
Good	Strong features, although minor aspects may require improvement
Adequate and needs improvement	Strengths outweigh weaknesses, but important aspects require improvement
Unsatisfactory and needs urgent improvement	Important weaknesses 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:

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