



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

**Orielton C.P. School
Hundleton
Pembroke
SA71 5RD**

Date of inspection: May 2013

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

Orierton Community Primary School is on the outskirts of Hundleton village near Pembroke in Pembrokeshire. The school describes the area as one that is neither prosperous nor economically disadvantaged. Four per cent of pupils are entitled to free school meals, which is considerably lower than the county and national figure.

There are 54 pupils between three and 11 years old on roll including four who attend the nursery class. Pupils start part-time in the nursery class in the term following their third birthday and become full-time in the term following their fourth birthday. Pupil numbers have decreased steadily in recent years.

The school has identified 28% of pupils as having additional learning needs, which is higher than the county and national figure. There are no pupils with statements of special educational needs. No pupils speak Welsh at home and a very few pupils speak English as an additional language.

The new executive headteacher has been in post since September 2012. He is also the executive headteacher of two other local primary schools. The school was last inspected in June 2007.

The individual school budget per pupil for Orierton Primary School in 2012-2013 means that the budget is £3,508 per pupil. The maximum per pupil in the primary schools in Pembrokeshire is £5,870 and the minimum is £3,138. Orierton Primary School is 42nd out of the 61 primary schools in Pembrokeshire 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 school's current performance is good because:

- nearly all pupils make appropriate progress from their starting points;
- pupils are keen and enthusiastic learners who enjoy school;
- pupils' behaviour is very good;
- the overall quality of teaching is good;
- pupils are offered a wide range of interesting learning experiences;
- the school is a close and caring community.

Prospects for improvement

The school's prospects for improvement are good because:

- the headteacher has a clear vision for the further development of the school based on a secure understanding of its needs;
- there is a committed team of teaching and support staff;
- self-evaluation processes identify appropriate areas for improvement;
- recent initiatives are leading to improvements in areas such as literacy;
- resources are managed efficiently;
- there are valuable partnerships with parents, the local community and industry.

Recommendations

R1 Improve pupils' Welsh language skills

R2 Extend the planning to develop pupils' skills progressively through the school

R3 Apply the good practice in marking more consistently across subjects

R4 Work with the local authority to implement further improvements to the building and site

What happens next?

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

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Baseline assessments indicate that the majority of pupils start school with skills that are broadly in line with their age and ability. Nearly all pupils make appropriate progress from their starting points.

Across the school, pupils have good listening skills. Nearly all speak confidently and use appropriate vocabulary in a wide range of situations. Many older pupils express ideas and offer opinions confidently using an extended vocabulary.

In the Foundation Phase, most pupils read simple texts at a level that is appropriate to their stage of development. A minority of pupils read fluently with good expression. In key stage 2, most pupils read fluently, accurately and with good understanding. Many pupils speak confidently about their favourite authors and reading material and explain their preferences well.

In the Foundation Phase, many pupils write with increasing independence for a range of purposes. A minority of pupils write at length expressing their ideas clearly and using appropriate punctuation. In key stage 2, many pupils write in a range of styles producing extended pieces of work of a good standard. The majority of pupils use their writing skills purposefully and in a range of contexts across the curriculum. Standards of handwriting and presentation of work are less consistent.

Across the school, pupils' independent learning skills develop well. Most pupils apply their thinking and problem-solving strategies appropriately in their work across the curriculum. Nearly all pupils make very good use of their information and communication technology skills (ICT) to support their research and to present their work in different forms. Most pupils make effective use of their numeracy skills in other subjects, particularly science.

The results of teachers' assessments must be treated with care because the small numbers of pupils in a year group and the high percentage of pupils who have additional learning needs can significantly affect the school's performance from one year to the next.

In 2012, the percentage of pupils who achieved the expected outcome (outcome 5) at the end of the Foundation Phase in mathematical development and personal and social development was above the average for the family of schools and the national average. It was slightly below the average in language skills. No pupil achieved the higher outcome (outcome 6). Compared to schools with similar proportions of pupils entitled to free school meals, pupils' performance overall placed the school in the lower 50% of schools.

Over the last four years, the percentage of pupils who achieved the expected level (level 4) in English, mathematics and science at the end of key stage 2 has been

above the family of schools' averages and the national averages in most years. Compared to schools with similar proportions of pupils entitled to free school meals, pupils' performance overall has ranged between the bottom and top 25%. The percentage of pupils who achieved the higher level (level 5) in 2012 was similar or better than the family average in all subjects. Over the previous three years, outcomes have fluctuated a little against family and national averages. A review of pupils' current work indicates that more able pupils achieve well.

Pupils who have additional learning needs make good progress and achieve their targets.

Standards in Welsh are adequate. Across the school, the majority of pupils understand and respond accurately to greetings and instructions during lessons, registration periods and collective worship. In the Foundation Phase, many pupils are developing a basic working vocabulary which they use accurately overall in different activities. In key stage 2, progress is uneven. Pupils generally demonstrate good attitudes to learning the language, but lack a sufficient grasp of a range of sentence patterns and vocabulary to converse in different situations.

Wellbeing: Good

Pupils enjoy school and are well motivated. They have positive attitudes to learning and are keen to participate in the wide variety of activities on offer. They say they feel valued and supported by all staff in the school. All pupils work hard, contribute well and do their best. They are proud of their school.

Nearly all pupils are able to work independently and demonstrate high standards of behaviour in and outside school. They are polite, courteous and respectful in lessons and during playtimes and lunchtimes.

Pupils generally recognise the benefits of healthy eating and regular exercise. They take part enthusiastically in a good range of physical activities.

Members of the school council represent the views of pupils well. They contribute to school policies and are involved in making decisions regarding aspects of provision such as the recent initiative to set up a fruit tuck shop.

Pupils benefit from the rich variety of extra-curricular activities and the links with the local community and businesses. They acquire a good range of social skills which prepares them effectively for life outside the school. Pupils' attendance over the last three years places the school in either the top 25% or 50% of similar schools. Punctuality is good.

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

The school provides a wide range of learning experiences that meets the needs of most pupils. The provision meets the statutory requirements of the Foundation Phase, the National Curriculum and religious education. The effective use of clubs and extra-curricular activities enhance the curriculum for all pupils.

Lesson plans include relevant opportunities for pupils to develop and apply their key skills in different contexts. The focus on developing pupils' oracy, reading and writing skills is improving standards. There is very good provision to develop pupils' ICT skills and most pupils are confident in using the wide range of resources available. Whole-school planning to promote continuity and progression in the development of pupils' skills is less developed.

Planning gives good consideration to the needs of specific groups of pupils. Tasks challenge and extend more able pupils well, particularly in mathematics in key stage 2. Pupils with additional learning needs receive effective support and personalised programmes when required.

The school makes effective provision for pupils to learn about their locality and the history and culture of Wales. Provision for the development of pupils' Welsh language skills is limited. Individual lesson activities engage pupils' interest, but inadequate planning restricts the development of pupils' skills consistently across the school.

Teachers use visits, projects and activities appropriately to develop pupils' awareness of sustainable development. The school's curriculum provision promotes pupils' understanding of global citizenship well, and pupils have useful links with a school in Sri Lanka.

Teaching: Good

Teachers have high expectations of pupils and they create a positive learning environment in all classes. Support staff contribute significantly to the learning in classes and to many activities across the school.

Teachers make good use of a range of teaching strategies and suitable resources to motivate pupils and to provide effective learning opportunities. They use investigative, creative and problem-solving tasks well, which engage pupils' interest and promote their independent learning skills. Where occasionally there are shortcomings, teachers include too many tasks in lessons and pupils struggle to learn new knowledge and skills securely.

Appropriate assessment procedures are in place, including a whole-school system to track pupils' progress. Staff use the information effectively to monitor school performance, plan additional support and set targets for the school and individual pupils. There are well-established arrangements for standardising and moderating teachers' assessments within the cluster of local schools. Reports to parents on their children's progress are clear and informative.

Across the school, pupils receive suitable opportunities to assess their work and that of their peers. This encourages most pupils to reflect on their progress and contributes to improvements in their work. Overall, pupils' work is marked regularly and oral feedback is positive. Teachers' written comments in pupils' language books provide clear guidance on the way forward. This is not the case in all subjects.

Care, support and guidance: Good

The school is a caring and supportive community where staff respect and value all pupils. Staff implement suitable policies and procedures appropriately to support pupils' health and wellbeing.

The school's arrangements for safeguarding pupils meet requirements and give no cause for concern. There is clear guidance for every member of staff and they are aware of the requirements.

The school promotes pupils' spiritual, social, moral and cultural development well. The arrangements for collective worship and a personal and social education programme contribute appropriately to these areas. The staff develop pupils' understanding of the benefits of healthy living effectively across the curriculum and in a range of extra-curricular activities, such as sports clubs.

The provision for pupils with additional learning needs is good with suitable systems in place to identify, support and monitor pupils across the school. Individual education plans focus appropriately on pupils' specific needs. Staff review and evaluate the plans regularly in consultation with parents. The involvement of pupils in these reviews is limited.

The school liaises well with specialist agencies such as the police and health services. Other external agencies, such as the educational psychology service and a local special school, work in close partnership with the school to address pupils' needs.

Learning environment: Good

The school has a positive, caring and supportive ethos which encourages pupils to treat each other fairly and with respect. It is inclusive and all pupils receive equal access to all areas of the school's provision.

The building offers an appropriate range of classrooms and learning areas and staff use them fully to deliver the curriculum and to provide after-school activities. Teaching areas are bright, airy and suitably maintained. Wall displays are informative, enhance pupils' learning and celebrate the school's history. Staff and pupils make good use of the wide range of resources to support the learning and teaching.

The school is an old building which is gradually being redecorated. Toilet facilities are adequate. Outdoor areas include a large field where games and physical activities take place regularly. The Foundation Phase outdoor area is small, but staff use it effectively to develop pupils' skills across the learning areas.

There are temporary arrangements in place to separate the designated play and car parking areas. The school development plan includes an appropriate target to improve the school grounds.

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

The newly-appointed executive headteacher provides strong leadership. He has a clear vision for the school and appropriately high expectations of staff and pupils. In a relatively short time, he has introduced a number of initiatives which have had a positive impact on raising standards, particularly in literacy. He has collaborated well with the assistant headteacher, staff and governors to set clear aims which focus appropriately on improving provision and raising standards.

All members of staff work closely together to create a whole-school ethos that encourages and supports teamwork. They have clearly defined roles and responsibilities. They use meetings and training opportunities purposefully to support their professional development and to move the school forward.

The governing body is supportive of the school and governors are very knowledgeable about the school's performance. They challenge the school's performance in their role as a critical friend. Governors take appropriate account of all statutory responsibilities.

The school responds well to national and local priorities and this is having a positive effect on standards and provision at the school, particularly in relation to the development of pupils' literacy and numeracy skills.

Improving quality: Good

The school bases its self-evaluation on a suitable range of first-hand evidence. This includes rigorous analysis of the performance of pupils, classroom observation, scrutiny of pupils' work and seeking the views of teachers, pupils and parents.

The school's self-evaluation report is comprehensive and conveys an accurate picture of the school's strengths and areas for development. It includes clear judgements on pupils' standards of attainment.

The school uses outcomes of the self-evaluation process well to determine targets for school improvement. These targets focus clearly on raising standards and improving quality, particularly in literacy and numeracy. The school is making sound progress in achieving these targets.

Teachers' involvement in a number of professional learning communities within the cluster of schools contributes well to the development of the school, for example in relation to pupils' literacy skills and teachers' use of assessment for learning strategies. Teachers share good practice with others across the school and cluster. There is also good involvement of support staff in key areas of development, for example in reading initiatives and extending more able and talented pupils.

Partnership working: Good

Parents and members of the community are very supportive of the work of the school. There is an enthusiastic parent teacher association which raises significant

funding to support school initiatives. Parents often volunteer to help with environmental projects at the school. There are well-established links with the local church and the school collaborates extensively with local choirs to raise funds for local charities.

Very good links with industry promote pupils' understanding of the world of work effectively, for example through the enterprise fair projects. The school engages purposefully with the local authority and individual staff share good practice with other schools and contribute well to local developments and initiatives.

The good links between the local family of schools help to ensure that pupils move smoothly to the next stage in their education. Year 6 pupils engage in joint projects with neighbouring schools and are able to meet up with others who will be moving to secondary education at the same time. There is good collaboration with a playgroup based at the school.

Resource management: Good

There are enough well-qualified and experienced teachers and other staff to support pupils' learning and to deliver the curriculum effectively. There are appropriate arrangements for teachers' planning, preparation and assessment time. There is good use of specialist staff to take sporting and creative activities and this helps provide management time for the leaders.

There is effective use of the accommodation and facilities available, despite its limitations, and the school uses its resources well.

The headteacher and the finance committee of the governing body monitor the school's budget effectively. Expenditure closely matches the priorities identified by the school through its self-evaluation processes. The headteacher tracks expenditure on in-service training and initiatives within the school carefully.

Overall, the good progress of pupils allied to the quality of provision indicates that the school provides good value for money.

Appendix 1

Commentary on performance data

The results of teachers' assessments must be treated with care because the small numbers of pupils in a year group and the high percentage of pupils with additional learning needs can have a significant effect on the school's performance from one year to the next.

In 2012, the percentage of seven-year-old pupils who achieved the expected outcome (outcome 5) in mathematical development, and personal and social development, wellbeing and diversity is above the average for the family of similar schools and the national average. In language, literacy and communication skills, it is below. In comparison with similar schools in Wales in terms of the percentage of pupils who are entitled to free school meals, the results in mathematical development and personal and social development place the school among the top 25%. Results in language and communication skills place the school in the lowest 25%. No pupil achieved the higher outcome (outcome 6).

In most of the last four years, the percentage of pupils at the end of key stage 2 who achieved the expected level (level 4) in English, mathematics and science has been above the average for the family of schools and the national average. The results in 2012 were higher than the family in English and mathematics, but were lower in science. In comparison with similar schools in Wales in terms of the percentage of pupils who are entitled to free school meals, pupil outcomes in the core subjects over the last four years range between the top and bottom 25%.

Over the last four years, the percentage of pupils who achieved the higher level (level 5) has fluctuated markedly in comparison with family and national averages. Results in 2012 compared favourably with family outcomes.

Pupils who have additional learning needs make good progress and achieve their targets. Due to the variations in the percentage of boys and girls in the year groups, it is not possible to determine a consistent pattern in the difference between the results of boys and girls. Due to very small numbers, it is also not possible to compare in a valid way the achievement of pupils who are entitled to free school meals and those who are not entitled.

Appendix 2

Stakeholder satisfaction report

Learner questionnaires

Thirty-one pupils completed the questionnaire. Many pupils state that they feel safe at school and nearly all believe that the school deals well with bullying. Everyone is of the opinion that they are doing well and that teachers help them to learn and make progress. Nearly all pupils indicate that they are taught to be healthy, and most say that there are many opportunities for them to undertake regular physical exercise. They know to whom to speak if they are anxious about something. Nearly all believe that homework helps them to understand and improve their schoolwork. They are all of the view that they have enough books and equipment to do their work. About half the pupils agree that pupils behave well during lessons. Nearly all are of the opinion that pupils behave well at playtime and during the lunch break.

Responses offer a positive picture overall that compares well with the national benchmarks for primary schools. The percentage of pupils who disagree with the statement that pupils behave well in lessons is above the national average.

Parent questionnaires

Parents completed fifteen questionnaires. They are all satisfied with the school. They say that their children like school and are making good progress. Most state that their children feel safe in school. They believe that pupils' behaviour is good, and most are of the view that children are treated fairly and with respect. Everyone is of the opinion that teaching is good, that staff expect children to work hard and that there is additional support for pupils who have any specific individual needs. They all believe that their children are encouraged to be healthy and to undertake regular physical exercise. Many believe that the homework that is given builds well on what their children learn at school. Most are of the opinion that the school prepares their children for the next stage of their education. They state that they receive regular information about their children's progress and feel comfortable in discussing anything with the school. Everyone is of the opinion that the school offers a good variety of activities. In addition, everyone is of the opinion that the school is well run.

Responses show a high level of satisfaction among parents and outcomes are more positive than the national benchmarks for primary schools.

Appendix 3

The inspection team

Dorothy Evelyn Morris	Reporting Inspector
Terry Lynn Williams	Team Inspector
Julie Ann Price	Lay Inspector
Louise Elizabeth Reynolds	Peer Inspector
Clive Condon	School Nominee

Copies of the report

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

Year groups, the Foundation Phase 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 local authorities.

The following table sets out the age ranges relevant to each year group. For example, Year 1 refers to the group of pupils who reach the age of six and Year 13 is the year group who reach the age of 18 during the academic year.

Primary phase:

Year	N	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	3-4	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 Foundation Phase and key stages cover the following year groups:

Foundation Phase	Nursery, 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

Foundation Phase indicator (FPI)

Progress in learning through the Foundation Phase is indicated by outcomes (from outcome 1 to outcome 6).

The Foundation Phase indicator (FPI) relates to the expected performance in three areas of learning in the Foundation Phase:

- literacy, language and communication in English or Welsh first language
- mathematical development; and
- personal and social development, wellbeing and cultural diversity.

By the end of the Foundation Phase, at the age of seven, pupils are expected to reach outcome 5 and the more able to reach outcome 6.

Pupils must achieve the expected outcome (outcome 5) in the three areas above to gain the Foundation Phase indicator.

The core subject indicator (CSI)

Progress in learning through key stage 2 is indicated by levels (level 1 to level 5).

The core subject indicator in key stage 2 relates to the expected performance in the core subjects of the National Curriculum:

- English or Welsh first language
- mathematics; and
- science

By the end of the key stage 2, at the age of 11, pupils are expected to reach level 4 and more able pupils to reach level 5.

Pupils must gain at least the expected level (level 4) in the three core subjects to gain the core subject indicator.

All-Wales Core Data sets

Inspection reports may refer to a school's performance relative to a family of schools or to schools with a broadly similar proportion of pupils entitled to free school meals.

In relation to free school meals, schools are placed into one of five bands according to the three-year trend in the proportion of pupils entitled to free school meals in the school. The school's performance is then placed into quartiles (from the top 25% to the bottom 25%) in relation to how well it is doing compared with other schools in the same free school meal band.

The Welsh Government created the families of schools (typically a group of 11 schools) to enable schools to compare their performance with that of similar schools across Wales. The composition of the families draws on a number of factors. These include the proportion of pupils entitled to free school meals and the proportion living in the 20% most deprived areas of Wales. They also draw on the proportion of pupils with special education needs at school action plus or with a statement of special educational needs, and pupils with English as an additional language.