

**Inspection under Section 28 of the
Education Act 2005**

A report on the quality of education in

**Pembroke Dock CP School
Bush Street
Pembroke Dock
Pembrokeshire
SA72 6LF**

School number: 6682386

Date of inspection: 16 March 2010

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

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**INVESTORS | BUDDSODDWYR
IN PEOPLE | MEWN POBL**

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- ▲ nursery schools and settings that are maintained by, or receive funding from, local authorities (LAs);
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- ▲ secondary schools;
- ▲ special schools;
- ▲ pupil referral units;
- ▲ independent schools;
- ▲ further education;
- ▲ adult community-based learning;
- ▲ youth support services;
- ▲ youth and community work training;
- ▲ Local authority education services for children and young people (LAESCYP);
- ▲ teacher education and training;
- ▲ work-based learning;
- ▲ careers companies;
- ▲ offender learning; and
- ▲ the education, guidance and training elements of The Department for Work and Pensions funded training programmes.

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- ▲ provides advice on quality and standards in education and training in Wales to the National Assembly for Wales and others; and
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Introduction

Pembroke Dock CP School was inspected as part of a national programme of school inspection. The purpose of inspection is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents information about the performance of their child's school.

The inspection of Pembroke Dock CP School took place between 16-18 March 2010. An independent team of inspectors, led by Rhona Edwards undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral, social and cultural development.

Estyn's reports follow its guidance for the writing and editing of reports, which is available on the Estyn website (www.estyn.gov.uk). The table below shows the terms that Estyn uses and a broad idea of their meaning. The table is for guidance only.

Nearly all	with very few exceptions
Most	90% or more
Many	70% or more
A majority	over 60%
Half/around half	close to 50%
A minority	below 40%
Few	below 20%
Very few	less than 10%

The five-point scale used to represent all inspection judgements in this report is as follows:

Grade 1	good with outstanding features
Grade 2	good features and no important shortcomings
Grade 3	good features outweigh shortcomings
Grade 4	some good features, but shortcomings in important areas
Grade 5	many important shortcomings

There are three types of inspection.

For **all** inspections, there is a written report on seven key questions.

For **short** inspections, there are no subject reports.

For **standard** inspections, there are also reports on six subjects.

For **full** inspections, there are also reports on all subjects.

Estyn decides the kind of inspection that a school receives, mainly on the basis of its past performance. Most schools receive a standard inspection. All nursery schools, special schools, pupil referral units and any new or amalgamated schools receive a full inspection.

This school received a **short** inspection.

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 5 during the academic year. Year 1 refers to the year group of pupils who reach the age of 6 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 National Curriculum covers four key stages as follows:

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

Contents	Page
Context	1
Summary	3
Recommendations	9
Standards	10
Key Question 1: How well do learners achieve?	10
The quality of education and training	13
Key Question 2: How effective are teaching, training and assessment?	13
Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?	14
Key Question 4: How well are learners cared for, guided and supported?	16
Leadership and management	19
Key Question 5: How effective are leadership and strategic management?	19
Key Question 6: How well do leaders and managers evaluate and improve quality and standards?	20
Key Question 7: How efficient are leaders and managers in using resources?	21
School's response to the inspection	23
Appendices	
1 Basic information about the school	
2 School data and indicators	
3 National Curriculum assessments results	
4 Evidence base of the inspection	
5 Composition and responsibilities of the inspection team	

Context

The nature of the provider

- 1 Pembroke Dock Community Primary is a relatively new purpose built school a short distance from the town centre. The facilities are of exceptionally high quality and have been very well planned and designed. Provision also includes a modern, well resourced centre for 24 autistic pupils. The school, opened in 2001, was the first school in Wales to be constructed under a private finance initiative.
- 2 Currently, the school has a total roll of 598 pupils aged three to eleven, including 81 nursery children, 23 of whom attend on a full-time basis. Overall numbers of pupils have increased slightly since the school was last inspected in February 2004.
- 3 The school describes most of its catchment area as economically disadvantaged and is in a Communities First Area. Approximately 35% of pupils are entitled to free school meals, which is higher than the all Wales average figure of 18.8%.
- 4 The annual intake covers the full ability range, although the school describes many of its pupils as being from relatively disadvantaged families. 196 pupils have been identified by the school as having additional learning needs, including 19 for whom formal statements have been made. The school has provision for specialist speech and language groups that provide support for pupils with communication difficulties and for nurture groups that support pupils with social, emotional and behavioural difficulties.
- 5 The vast majority of pupils speak English as their home language, with no pupils coming from a Welsh speaking home. Approximately 3% of pupils come from minority ethnic backgrounds and 2% of these have English additional language needs.
- 6 In September 2007, the assistant head became the acting headteacher for two years, before her retirement in summer 2009. Since September 2009, an acting headteacher seconded from another Pembrokeshire school, has led the school until a new permanent headteacher, recently appointed by the governing body, takes up post in the summer term 2010.

The school's priorities and targets

- 7 **Aims:**
 - to inspire and motivate every individual;
 - be a listening, approachable school working in partnership with parents, governors and the wider community;
 - promote purposeful teaching in a high quality learning environment and to ensure the highest standards through an enriched curriculum;

- develop confident learners through nurturing self-esteem;
- be an inclusive school ensuring everyone has equal opportunities to succeed and where everyone is equally valued;
- to equip pupils with the skills to enable them to become independent lifelong learners;
- promote positive behaviour and foster moral values based upon respect for others, the community and the wider world; and
- engage pupils, staff and governors in meaningful self-evaluation.

8 **Priorities:**

The school's current priorities include:

- to undertake a full school self evaluation;
- undertake a review of assessment, recording and reporting procedures with a focus on developing assessment for learning;
- establish basic skills groups to raise standards of boys' attainment at the end of the Foundation Phase;
- increase the percentage of children achieving improved outcomes at the end of the Foundation Phase;
- implement the use of writing frames in order to raise standards of writing across the school; and
- develop bilingualism across the school.

Summary

- 9 Pembroke Dock Community Primary School has been through a difficult period of interim leadership for nearly three years and this has had a significant impact upon its life and work. Despite this, the school has moved forward and gained a number of prestigious awards, due to the commitment of the staff. Since the secondment of the current acting headteacher at the beginning of this academic year, the school has benefited from a period of strong and purposeful leadership. The work of the school has been refocused with priority areas for improvement in standards identified and mechanisms put in place to begin to address these.

Table of grades awarded

Key Question	Inspection grade
1 How well do learners achieve?	3
2 How effective are teaching, training and assessment?	3
3 How well do the learning experiences meet the needs and interests of learners and the wider community?	2
4 How well are learners cared for, guided and supported?	1
5 How effective are leadership and strategic management?	3
6 How well do leaders and managers evaluate and improve quality and standards?	3
7 How efficient are leaders and managers in using resources?	2

- 10 The inspection team's judgements match those of the school in only one of the seven key questions. In the other six key questions, the team awarded one grade lower. This is because, although the school has correctly identified a number of areas for improvement, strategies to address these are recent and have not yet had time to impact on pupil achievement.

Standards

- 11 In 2009, the school's results at the end of key stage 1 (KS1) for pupils reaching the expected level in English, mathematics and science were below local authority and Welsh averages in each of the three subjects and the core subject indicator¹. When comparing the school's performance with other similar schools, results in all three subjects and the core subject indicator are in the lowest quarter. The number of pupils achieving higher than expected levels at the end of KS1 in the three core subjects was also well below local authority and national averages in 2008 and 2009 and results have shown an overall decline since 2007. Girls consistently outperform boys in English, mathematics and science.

¹ The core subject indicator is the percentage of pupils attaining at least level 2 in English, mathematics and science in combination.

- 12 The consistent downward trend in results over the last three years means that results attained in English and mathematics are similar to results reported in the 2004 inspection. Results for 2009 are slightly affected by the inclusion of pupils from the KS1 autistic unit but not significantly so.
- 13 In 2009, the school's results at the end of key stage 2 (KS2) for pupils reaching the expected level in English, mathematics and science were above the local authority and Welsh average in each of the three subjects and the core subject indicator². Results in all three subjects have shown a consistent upward trend since 2007, although girls' results are better in all subjects than those of boys.
- 14 In comparison with similar schools, performance is in the second quarter in all three subjects and the core subject indicator. In 2009, the performance of pupils achieving higher than the expected end of KS2 results was above local authority and Welsh averages for mathematics and science, but below for English. Current work in Year 6 does not reflect the standards indicated in the 2009 end of KS2 assessment results.
- 15 Target setting for individuals and cohorts of pupils is at an early stage of development. Targets set for 2010 for the percentage of pupils likely to attain the higher levels in both key stages appear unrealistic from the evidence seen during the inspection.
- 16 The overall quality of provision for children in the Foundation Phase is appropriate, with the majority of pupils making progress in line with their ability. However there is variability in progress between age groups and skills. By the age of seven, the majority of children make good progress in their speaking, listening and reading skills, but their progress in applying their number skills and their use of Welsh is more variable. Children's progress in writing skills is limited, with most pupils, including the more able, doing less well than would be expected.
- 17 By the end of KS2, pupils speak and listen with confidence. Many read accurately but the more able have underdeveloped higher order reading skills. Although most pupils have secure basic number skills, they are not confident in applying these skills to solve problems.
- 18 Pupils writing skills in KS2 also have shortcomings. Although pupils write for a range of purposes, the overuse of worksheets means pupils do not have the opportunity to write at length or to develop the important skills of editing and redrafting their work to improve it as they move through the school.
- 19 Most pupils use some incidental Welsh in classes but there is little or no progression in their skills across the key stage. This is also the case with pupils' skills in reading and writing in Welsh. Pupils in Year 6 have difficulties in reading simple texts in Welsh and lack confidence in writing familiar phrases without support.
- 20 Throughout the school pupils' information and communication technology (ICT) skills are outstanding. By the end of the Foundation Phase, children are confident users of a range of applications. These good skills are built on in KS2 and pupils use ICT to enhance their work effectively in a range of subjects.

² The core subject indicator is the percentage of pupils attaining at least level 4 in English, mathematics and science in combination.

- 21 Most pupils with special educational needs, in mainstream classes and specialist units, make good progress in their skills development relative to their abilities. However, although the school has now identified its more able and talented pupils and improved provision for them, most are not challenged enough to fulfil their potential in lessons.
- 22 Pupils make good progress in their personal and social development. They are responsible and understand what is expected of them. Throughout the school, pupils are motivated and keen to succeed. Most enjoy their learning, are enthusiastic and persevere well with set tasks.
- 23 The behaviour of most pupils is outstanding. They are courteous, polite and the majority have good levels of attendance.

The quality of education and training

Grades for teaching

- 24 During the inspection, the quality of teaching in the lessons observed is as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
9%	65%	26%	0%	0%

- 25 The Annual Report of Her Majesty's Chief Inspector of Education and Training in Wales for 2008/2009 published figures for the quality of teaching and assessment in the primary phase in Wales. The figures show that teaching and assessment was judged to be at least good in 91 percent of schools, including 22 percent where it was outstanding. The school's grades for teaching and assessment are significantly below these published figures.
- 26 Where the quality of teaching is judged as grade 1, the outstanding features include very clear expectations for the task and a high level of challenge and support for pupils with clear progression in skills.
- 27 Where teaching is good, pupils are provided with relevant learning experiences. Lesson planning is clear, key skills are identified well and resources are suitable for the task. Time is spent in recapping pupils' previous learning and plenary sessions are used appropriately to identify any misunderstandings and strengthen pupils' learning. Pupils' behaviour is managed properly and consistently.
- 28 In lessons where there are shortcomings, pupils do not have enough opportunities to work independently. Tasks are over directed by adults and activities are not always suited to extend and consolidate pupils' skills, knowledge and understanding. Questioning is not used effectively and tasks do not challenge the more able pupils.
- 29 While all teachers plan conscientiously for pupils' skills development, planning for progression in these skills is at an early stage of development. This means that pupils do not have sufficient opportunities to develop their skills, particularly in writing, numeracy and independent learning, in a range of contexts. However, teachers plan very well for the use of ICT to enhance pupils' learning.

- 30 Assessment, reporting and recording procedures are adequate. Although teachers regularly assess pupils' work, a lack of standardisation and moderation in the procedures across the school, means that there are inconsistencies in teachers' judgements on pupils' standards. Teachers mark pupils' work regularly and in a positive manner, but comments do not focus on what pupils have achieved and what they need to do to improve. This means that pupils are uncertain if they are making progress.
- 31 Parents feel that they are well informed about the progress that their children make and value the twice yearly meetings with teachers. Reports, with the exception of reports for seven year olds, meet statutory requirements.
- 32 Overall, the curriculum is broad and generally well balanced. The curriculum provides very good learning experiences for pupils with special educational needs (SEN). All pupils have equal access to the curriculum and they are given good opportunities to learn in a range of situations.
- 33 Provision for out-of-hours learning is excellent with a wide range of after school clubs that are well attended. These clubs are highly successful in raising pupils' aspirations and their self-confidence. The school has achieved the Dragon Sports Gold Award in recognition of its provision.
- 34 The school's promotion of spiritual, moral, social and cultural development and well-being is good with outstanding features. A range of visits promote pupils' understanding of Welsh culture and history. Awards, such as the BECTA ICT Quality Mark, the Gold Sustainable Schools Award, the Eco Schools Platinum Award and the Active Marc Cymru, impact positively on pupils' behaviour and their personal and social skills.
- 35 Assemblies meet statutory requirements and successfully promote a range of values, but they do not always give pupils enough opportunity for reflection.
- 36 The school's partnerships are good. Links with parents, the community and other training providers are well developed. The school is successfully laying the foundations for lifelong learning and community regeneration.
- 37 There are several outstanding features in the quality of care, guidance and support for pupils. A positive and nurturing ethos is evident throughout the school. The school makes exceptional provision for pupils with SEN and offers a wide range of support for pupils' individual and emotional learning needs. It works rigorously to ensure that pupils receive appropriate specialist support, both in mainstream and in the specialist provision bases for autism and speech and language development. Nurture provision provides good support for the few pupils in KS2 with social, emotional and behavioural difficulties.
- 38 The school has appropriate policies and procedures for safeguarding that include staff recruitment checks. All staff have received recent training in child protection. Staff are encouraged to share any concerns about the school's procedures formally, through clearly documented procedures.

- 39 Provision for personal and social education (PSE) is outstanding. The PSE curriculum impacts positively on aspects of pupils' attitudes to equality, race and diversity. Pupils treat each other with respect and as equals. They show good awareness of diversity and, in discussion, are supportive of each other's differences. Pupils and parents/carers with disabilities are well-provided for with all areas of the building being accessible. The school is the first primary school in Wales to receive the Welsh Network of Healthy Schools Scheme National Quality Award.
- 40 The school council is well organised and pupils know they can influence change. Pupils are confident that there are good systems in place to deal with any concerns that they might have.

Leadership and management

- 41 Since September 2009, the acting headteacher has successfully taken the school forward in many ways. He has raised staff morale and improved lines of communication by providing focussed and positive leadership to identify key priorities for improvement. He ensures that all pupils and staff are treated fairly and equally. There is a strong belief and consensus among all staff that the school can and will improve purposefully, due to the changes he has introduced.
- 42 Long standing continuity of strong leadership and management in the provision for pupils with SEN has ensured the maintenance of high quality outcomes for SEN pupils, throughout the school.
- 43 However, the existing structure of other senior management posts does not match the current needs of the school. There is no clear accountability and clarity in roles and responsibilities at a senior management level, or amongst teachers and support staff.
- 44 The performance management cycle for teachers has been recently re-established. This now focuses well on agreed targets for whole-school improvement and professional and personal development needs. However, there is currently no system in place to review and assess the effectiveness and impact of the work of the support staff who number in excess of 80.
- 45 The governing body has a good understanding of its role and governors undertake regular training to ensure they meet their responsibilities and fulfil their statutory requirements.
- 46 The curriculum sub-committee has been recently re-established and this has ensured that governors are now more involved in setting the strategic direction of the school and in identifying key priorities for improved outcomes for pupils. However, governors' ability to evaluate the standards that the school achieves is underdeveloped.
- 47 The acting headteacher has led on the development of a more open and collaborative culture of self-evaluation to ensure that staff and governors share a common vision and commitment to school improvement.
- 48 The school self-evaluation report is a useful document based on wide consultation. It identifies strengths and areas for development to assist leaders and managers in

setting strategic priorities for the school. Priorities for improvement have been fed into the school development plan, but this does not focus sufficiently on the major initiatives identified to move the school forward.

- 49 Monitoring and evaluation by senior staff of standards of teaching and learning to assess the impact of whole-school initiatives, has been established but this is at an early stage of development.
- 50 The lack of strategic direction prior to the current school year has meant the school has not consistently maintained the many areas of very good practice identified in the last inspection. Pupil attainment in literacy and numeracy was previously identified as needing improvement in KS1. These areas now need whole-school action for improvement.
- 51 The school has an appropriate number of teaching staff who have sufficient knowledge and expertise to teach all aspects of the curriculum in both mainstream classes and specialist units. Efficient use is also made of the school's own specialisms in areas such as music, ICT and co-ordinating the outdoor curriculum. Teachers are well supported by an extensive team of learning support assistants. However the contribution of support staff to learning and recording the progress of pupils is not well managed across all classes and the impact on learning is inconsistent.
- 52 Administrative and ancillary staff make significant contributions to the effective day-to-day life of the school. The management of services provided under the private finance initiative (PFI) contract is co-ordinated effectively with the school's needs and priorities.
- 53 The provision for ICT resources is extensive and of very good quality. The overall level of provision and condition of books and learning resources is good. They are generally appropriate to pupils' age and needs. Good use is also made of off-site learning resources.
- 54 Overall, the quality of accommodation is very good with all areas of the school, including the outside grounds, being fully utilised to support teaching and learning. The school is well equipped to deliver the curriculum with resources being easily accessible for pupils.
- 55 When the standards achieved by pupils and the effectiveness of leadership and management, in the interim period prior to September 2009, are taken into consideration, the school achieves adequate and improving, value for money.

Recommendations

- 56 In order to build on its current improvement, the school needs to:
- R1 raise standards in the key skills of writing, numeracy and independent learning across the curriculum;*
 - R2 improve standards of reading and writing in Welsh second language in key stage 2;*
 - R3 review whole-school assessment to ensure reliability and consistency when evaluating pupil progress;*
 - R4 review the existing management structure to ensure clear roles, responsibilities and accountability in line with current needs;*
 - R5 monitor and evaluate standards of teaching and learning against identified priorities in the school development plan to improve outcomes for pupils; and
 - R6 work with the local authority education service (LAES), on a termly basis to review progress against these recommendations.

* The school has identified these areas for improvement either wholly or in part, in its self-evaluation report.

- 57 The governing body is responsible for amending its current development plan to incorporate action in response to the recommendations within 45 working days of receiving the report, showing what the school is going to do about the recommendations. This plan, or a summary of it, will be circulated to all parents at the school.

Standards

Key Question 1: How well do learners achieve?

Grade 3: Good features outweigh shortcomings

- 58 The findings of the inspection team differ from the school's self-evaluation in that the school judged this key question grade 2. The difference in the grade awarded by the inspection team is because there is variability in pupils' acquisition of skills across the school. There are shortcomings in pupils' writing skills at the end of the Foundation Phase and in KS2 and in pupils' bilingual skills in KS2.
- 59 In 2009, the school's results at the end of KS1 for pupils reaching the expected level in English, mathematics and science were below local authority and Welsh averages in each of the three subjects and the core subject indicator. When comparing the school's performance with other similar schools, results in all three subjects and the core subject indicator are in the lowest quarter. The number of pupils achieving higher than expected levels at end of KS1 in the three core subjects was also well below local authority and national averages in 2008 and 2009 and results have shown an overall decline since 2007. Girls consistently outperform boys in English, mathematics and science.
- 60 The consistent downward trend in results over the last three years means that results attained in English and mathematics are similar to results reported in the 2004 inspection. Results for 2009 are slightly affected by the inclusion of pupils from the KS1 autistic unit but not significantly so.
- 61 In 2009, the school's results at the end of KS2 for pupils reaching the expected level in English, mathematics and science were above the local authority and Welsh average in each of the three subjects and the core subject indicator. Results in all three subjects have shown a consistent upward trend since 2007, although girls' results are better in all subjects than those of boys.
- 62 In comparison with similar schools, performance is in the second quarter in all three subjects and the core subject indicator. In 2009, the performance of pupils achieving higher than the expected end of KS2 results was above local authority and Welsh averages for mathematics and science, but below for English. Current work in Year 6 does not reflect the standards indicated in the 2009 end of KS2 assessment results.
- 63 Target setting for individuals and cohorts of pupils is at an early stage of development. Targets set for the end of KS1 results in 2009 were not met while targets sets for KS2 results were exceeded. Targets set for 2010 for the percentage of pupils likely to attain the higher levels in both key stages appear unrealistic from the evidence seen during the inspection. The quality of individual pupil targets is variable. Too often targets are too general to be of use in helping pupils to improve.
- 64 The overall quality of provision for children in the Foundation Phase is appropriate with the majority of pupils making progress in line with their ability. However there is

variability in progress between age groups and skills. Most children in Nursery and Reception make good progress in their speaking and listening skills, their use of Welsh and early writing and numeracy skills. These children also listen to stories with concentration and enjoyment and show an interest in their content. Many children in Reception also recognise that letters have sounds. While these children also recognise an increasing number of words, their progress in applying letter and word recognition into reading simple texts is generally slow.

- 65 Most children in Year 1 build successfully on these early foundations and read and write confidently in line with their age and ability. They use and apply their number skills to solve simple number problems appropriately. However, responses can be a little slow when pupils use their fingers to count on and back rather than recall their number bonds. Most children demonstrate pleasure and enthusiasm in speaking, reading and writing in Welsh and achieve good standards in these areas.
- 66 At the end of the Foundation Phase, the majority of children make good progress in their speaking, listening and reading skills and acceptable progress in Welsh and in applying their number skills. Children's progress in writing skills is limited, with most pupils, including the more able, doing less well than would be expected.
- 67 In KS2, pupils continue to develop their speaking and listening skills. By the end of the key stage many speak confidently, listen well to their teachers and peers and show a level of maturity when discussing the views of others. Many pupils read accurately, predict outcomes and discuss characters and plots appropriately. However, more able pupils do not always use the text well enough to explain their answers.
- 68 Pupils writing skills in KS2 have shortcomings. Although pupils write for a range of purposes, the overuse of worksheets means pupils do not have the opportunity to write at length or develop the important skills of editing and redrafting their work to improve it as they move through the school.
- 69 Most pupils use some incidental Welsh in classes but there is little or no progression in these skills across the school. This is also the case with pupils' skills in reading and writing in Welsh. Pupils in Year 6 have difficulties in reading simple texts and lack confidence in writing familiar phrases without support.
- 70 The majority of pupils in KS2 use a range of strategies to add, subtract, multiply and divide numbers in line with their age and ability. Despite these good skills, most pupils are not confident in applying these skills to solve problems.
- 71 Throughout the school pupils' ICT skills are outstanding. Children in the Foundation Phase confidently use programmable toys, digital cameras and programmes that support early literacy and numeracy skills. Older children in the Foundation Phase successfully use the internet to research information about creatures that live under the sea and know how to animate their stories. These good skills are built on in KS2 with pupils at the end of the key stage effectively importing sound and video clips into their power point presentations.

- 72 Most pupils with SEN, in mainstream classes and specialist units, make good progress in their skills development relative to their abilities. Many pupils from difficult social and economic circumstances generally make good progress in their skills acquisition. The small numbers of pupils, with English as an additional language (EAL), are making acceptable progress. Although the school has now identified its more able and talented pupils and improved provision for these pupils, most are not challenged enough to fulfil their promise.
- 73 Pupils make good progress in their personal and social development. Pupils are responsible and understand what is expected of them. Throughout the school, pupils are motivated and keen to succeed. Most pupils enjoy their learning, are enthusiastic, persevere and work hard at tasks. Boys and girls work well together in pairs and in groups. Pupils show a good understanding and due respect with regard to issues relating to diversity. They have a good awareness of the different faiths and aspects of cultural traditions within society.
- 74 Pupils make adequate progress in their learning skills. Over directed work in classes and an emphasis on worksheets and stencils in certain parts of the school inhibits pupils' ability to think creatively, to solve problems and to work independently.
- 75 The behaviour of most pupils is outstanding. They are courteous and polite both during lessons and at break times and lunch times. The majority have good levels of attendance and they arrive at school promptly in time for registration. The average attendance for the three terms before the inspection was 92 % which is just below national targets and the LEA target of 93%, but on par with the families of schools figures. Registration arrangements meet statutory requirements.

The quality of education and training

Key Question 2: How effective are teaching, training and assessment?

Grade 3: Good features outweigh shortcomings

76 The findings of the inspection team differ from the school's self-evaluation in that the school judged this key question grade 2. The difference in the grade awarded by the inspection team is because there is a relatively high percentage of teaching with shortcomings and there are weaknesses in assessment procedures.

77 During the inspection, the quality of teaching in the lessons observed is as follows:

Grade1	Grade2	Grade 3	Grade 4	Grade 5
9%	65%	26%	0%	0%

78 The Annual Report of Her Majesty's Chief Inspector of Education and Training in Wales for 2008/2009 published figures for the quality of teaching and assessment in the primary phase in Wales. The figures show that teaching and assessment was judged to be at least good in 91 percent of schools, including 22 percent where it was outstanding. The school's grades for teaching and assessment are significantly below these published figures.

79 Throughout the school, teachers and other practitioners create an environment that is welcoming and well resourced. Positive working relationships exist between staff and pupils.

80 Where the quality of teaching is judged as grade 1, the outstanding features include very clear expectations for the task and a high level of challenge and support for pupils with clear progression in skills.

81 Where teaching is good, pupils are provided with relevant learning experiences. Lesson planning is clear, key skills are identified well and resources are suitable for the task. Time is spent in recapping pupils' previous learning and plenary sessions are used appropriately to identify any misunderstandings and strengthen pupils' learning. Pupils' behaviour is managed properly and consistently.

82 In lessons where there are shortcomings, pupils do not have enough opportunities to work independently. Tasks are over directed by adults and activities are not always suited to extend and consolidate pupils' skills, knowledge and understanding. Questioning is not used effectively and tasks do not challenge the more able pupils.

83 While all teachers plan conscientiously for pupils' skills development, planning for progression in these skills is at an early stage of development. In KS2, the overuse of worksheets inhibits pupils' ability to write at length and improve their spelling, punctuation and presentational skills.

- 84 The school is generously staffed and makes generally good use of learning assistants to support pupils' learning, particularly pupils with basic skills needs. In-house training has been beneficial in developing the skills of these support staff.
- 85 All teachers and other practitioners make very good use of ICT to enhance pupils' learning. This means that pupils are as comfortable in using ICT as they are in using any other classroom aid.
- 86 Assessment, reporting and recording procedures are adequate. Teachers regularly assess pupils' reading, spelling and mathematical skills and this information is used to inform national curriculum levels at the end of each year and pupil targets. These assessments are supplemented by regular on-going assessments in most classes in the Foundation Phase. However, the lack of standardisation, either through standardised tests or rigorous in-house standardisation and moderation, means that there are inconsistencies in teachers' judgements on pupils' standards.
- 87 Pupils throughout the schools have individual improvement targets. In the best practice these are specific and easily measured but in most instances, pupils are unclear about their strengths and shortcomings and are uncertain if they are making progress.
- 88 The quality and quantity of record keeping is variable. While all teaching and non-teaching staff keep some records of pupil's progress, teachers do not always make full use of these when planning for future work. The marking of pupils work is generally up-to-date and is encouraging in style although almost all marking does not benefit pupils by identifying the next step in their learning. Very few opportunities are provided for pupils to assess and evaluate their own and one another's work.
- 89 Parents feel that they are well informed about the progress that their children make and value the twice yearly meetings with teachers. With the exception of reports to parents of seven year-olds, reports meet statutory requirements. Reports for seven year-olds did not report national curriculum subjects last year when the school was still required to teach the national curriculum programmes of study to this year group.

Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?

Grade 2: Good features and no important shortcomings

- 90 In its self-evaluation report, the school awarded this key question grade 1. The findings of the inspection team do not match the judgement made by the school because despite many very good features, there are shortcomings in the school's curriculum planning that affect the quality of pupils' learning experiences.
- 91 The school provides a varied curriculum that is equally accessible to all and meets statutory requirements. The curriculum provides very good learning experiences for pupils with SEN. The provision for pupils who are more able and talented, however, is only adequate because there are few planned opportunities in lessons to extend pupils' learning effectively.

- 92 The majority of children in the Foundation Phase have access to a good range of well planned and stimulating experiences. However, opportunities for learning through play for older children are not always planned carefully enough to consolidate and develop their basic skills.
- 93 Overall, the curriculum is broad and generally well balanced. Teachers plan carefully to meet curriculum requirements. However, the school does not consistently plan for progression in themes and topics across the school.
- 94 Teachers are beginning to plan for the development of pupils' key skills. The school has recently achieved the BECTA ICT Quality Mark and the provision for ICT across the school is very good. However, systems to coordinate and monitor the provision for progression of other key skills across the curriculum are underdeveloped. This means that pupils do not have sufficient opportunities to develop their skills, for example, in writing or numeracy, in a variety of contexts.
- 95 The school's provision for out-of-hours learning is excellent and includes after school clubs for Dragon sports, tennis, netball, Welsh language, cookery, drama, and media studies. These clubs are well attended and are highly successful in raising pupils' aspirations and developing their self-confidence. The school has achieved the Dragon Sports Gold award in recognition of its outstanding provision.
- 96 More able and talented pupils are well supported through specialist extra-curricular provision. 'Buzz Club', sports, and creative activities provide pupils with good opportunities to develop their skills further, but this does not impact sufficiently on pupils' standards to compensate for the lack of extended learning experiences in the classroom.
- 97 The curriculum is further enhanced by a good range of educational visits. Visits to local places of interest and to, for example, the Senedd in Cardiff provide good opportunities for pupils to develop their understanding of the wider world. Regular visits to the forest school site give pupils in the Foundation Phase good opportunities for learning experiences and imaginative play in the natural environment.
- 98 Bilingual provision across the curriculum is satisfactory and the school has targeted this area for development. Teachers promote the use of Welsh in the classroom and through assemblies. Schemes of work develop an awareness of the culture, history and environment of Wales.
- 99 The school's promotion of spiritual, moral, social and cultural development and well-being is good with outstanding features. The school has achieved an impressive range of awards that include the Eco Schools Platinum Award, the Gold Sustainable Schools Award and the Active Marc Cymru. These awards impact positively on pupils' well-being and their understanding of conservation issues.
- 100 Pupils develop their personal and social skills very well through circle time, school council and eco committee. Global citizenship is very well promoted and pupils have a good awareness of the lives of children on other continents and the global forces that shape their lives. Initiatives such as the Junior Road Safety Officers, School Action Group, Anti-bullying Response team, buddy schemes and peer mentoring develop pupils' social responsibility very well and successfully promote a strong sense of respect, care and community.

- 101 The school fulfils the statutory requirements for acts of worship. Class and whole phase assemblies link well to the values promoted by the school through PSE, but do not always give pupils enough opportunity for reflection.
- 102 The school's partnership with parents is very good and the school provides numerous opportunities for parents to become involved with the life of the school. The school communicates well with parents and other partners through its prospectus, website and newsletters. Almost all parents consider that the school keeps them well informed about their child's progress.
- 103 The school is successfully laying the foundations for lifelong learning and community regeneration, and parents and local adults respond actively to the school's lifelong learning initiatives. The school has forged good partnerships with training providers and regularly provides training facilities for trainee teachers and adults undertaking vocational qualifications. All trainees are well supported by staff and they make a positive contribution to the school. The school works very effectively with the Community First partnership and the Springboard project in further developing training and employment opportunities.

Key Question 4: How well are learners cared for, guided and supported?

Grade 1: good with outstanding features
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- 104 In its self-evaluation report, the school awarded this key question a grade 1. The findings of the inspection team match the judgement made by the school.
- 105 There are several outstanding features in the quality of care, guidance and support for pupils. A positive and nurturing ethos is evident throughout the school. Overall, the school has appropriate systems to ensure the well-being of pupils and parents feel well informed.
- 106 The school makes exceptional provision for pupils with SEN, including those with autistic spectrum disorders (ASD) and speech and language difficulties. Policies, procedures and systems for pupils with SEN are very clear and are thoroughly developed. The school ensures that it offers appropriate support for a wide range of pupils' individual learning and emotional and behavioural needs.
- 107 The school diagnoses and assesses pupils' needs very effectively. The large team of support staff receive specialist training in many aspects of SEN, for example, dyslexia and speech and language development. The programme for each pupil is planned carefully. The process includes careful consideration of staff expertise to support the provision.
- 108 Pupils' individual education plans (IEPs) are of very good quality, particularly where the school has used its own IEP template. IEPs are up-to-date and pupils' targets are appropriate. Regular reviews of pupils' progress and annual reviews meet statutory requirements. The school has a very efficient system of record-keeping for SEN pupils. Reports provide useful information for parents and staff of pupils' progress and development. SEN provision is monitored very well.

- 109 Provision in the autistic unit is also outstanding. There is very good liaison between managers across the SEN provision. Staff know individual pupils with ASD very well and create a calm, happy atmosphere in classes that enables most pupils to make progress at their own level within a safe environment.
- 110 The school has very strong links with a wide range of professional agencies that provide, for example speech and language therapy. It works rigorously to ensure that pupils receive appropriate specialist support.
- 111 Nurture classes provide a safe, encouraging environment where a few pupils in KS2 with social, emotional and behavioural difficulties can benefit from receiving more attention within a small class group. The SEN staff team plan a careful programme to help these pupils reintegrate in mainstream classes over time. Although the flow of information between SEN staff and outside agencies is very good, class teachers' involvement in the reintegration of pupils from various groups is less well developed.
- 112 The high pupil:staff ratio impacts positively on pupils' behaviour and general well-being. Staff are clear in their responsibilities to promote and ensure good behaviour.
- 113 The school has appropriate policies and procedures for safeguarding that include staff recruitment checks. All staff have received recent training in child protection. Staff are encouraged to share any concerns about the school's procedures formally, through clearly documented procedures. There are clear policies and procedures that are followed appropriately to ensure the well-being of pupils who are looked after children.
- 114 Provision for PSE is outstanding and includes sessions on sex and relationships education, and substance misuse. The PSE curriculum impacts positively on aspects of pupils' attitudes to equality, race and diversity. Pupils treat each other with respect and as equals. They show good awareness of diversity and, in discussion, are supportive of each other's differences. They understand that it is important to make everyone feel included and welcome. Pupils and parents/carers with disabilities are well-provided for. The school has in place a well outlined disability equality policy and accessibility plan which provides appropriate information for disabled pupils, parents and carers.
- 115 There is an appropriate strategy for the very small number of EAL pupils and staff provide them with good support.
- 116 The school gives high profile to encouraging pupils to be healthy. School meals are of good quality and fruit is available daily. The school is the first in Wales to have been recently been awarded the Welsh Network of Healthy Schools Scheme National Quality Award.
- 117 The school council is well-organised, well-run and includes representatives from the language and autistic units. Pupils know that they can influence change. For example, there have been changes to the reward system and arrangements in the dining hall, as a result of the school council's work. Pupils value the reward system. The school council has also recently been involved, in conjunction with the governing body, in the appointment of the new headteacher. Such opportunities help develop pupils' sense of responsibility.

- 118 Pupils are confident that concerns they raise via the 'listening box' in each class will be dealt with appropriately. Parents confirm that arrangements to eliminate bullying in the playground are effective. There is appropriate induction for new pupils of all ages and parents find the school a welcoming community.
- 119 The school has improved the procedures for monitoring attendance and punctuality. The more vigilant approach has raised pupils' levels of attendance. There is good communication between the Education Welfare Officer and school. The school has clear strategies for its busy site to ensure that pupils can arrive and depart safely.

Leadership and management

Key Question 5: How effective are leadership and strategic management?

Grade 3: good features outweigh shortcomings

- 120 The findings of the inspection team differ from the school's judgement of grade 2 for this key question. This is because prior to the secondment of the current acting headteacher in September 2009, there were weaknesses in the strategic leadership and management of the school for two years, during a period of interim management.
- 121 During this interim period, due to the commitment of the staff, the school has continued to move forward in some areas. Good account has been taken of national and local priorities and the school has achieved a range of awards. These include the BECTA ICT Quality Mark, the Platinum Eco Award and the Welsh Network of Healthy Schools Scheme National Quality Award. These awards have impacted positively on pupils' ICT skills and on their behaviour, attitudes and well-being. In addition, long standing continuity of strong leadership and management in the provision for pupils with SEN has ensured the maintenance of high quality outcomes for SEN pupils, throughout the school.
- 122 The existing structure of other senior management posts does not match the current needs of the school. In addition, the absence of specific individual job descriptions for members of staff, which are reviewed regularly, means that there is no clear accountability and clarity in roles and responsibilities, particularly at a senior management level.
- 123 Weaknesses in strategic leadership during the period of interim management have had an adverse impact on pupils' standards in the key skills of writing, numeracy and independent learning. In addition, the school is currently unable to set realistic and challenging targets for improvement in pupil performance due to the lack of a robust and reliable system of assessment.
- 124 Since September 2009, the acting headteacher has successfully taken the school forward in many ways. He has raised staff morale and improved lines of communication by providing focussed and positive leadership to identify key priorities for improvement. He ensures that all pupils and staff are treated fairly and equally. There is a strong belief and consensus among all staff that the school can and will improve purposefully, due to the changes he has introduced.
- 125 The performance management cycle for teachers has been recently re-established. This now focuses well on agreed targets for whole-school improvement and professional and personal development needs. However, there is currently no system in place to review and assess the effectiveness and impact of the work of support staff who number in excess of 80.
- 126 The school works in close partnership with both Pembrokeshire and Trinity colleges to provide good quality training placements for trainee teachers and learning support assistants. Good levels of support are also provided for newly qualified and probationary teachers.

- 127 There is a good range of training opportunities for staff at all levels. Good use is also made of staff expertise to deliver in-house training in aspects of SEN, ICT and the Foundation Phase. This is having a positive impact on staff skills.
- 128 The governing body has a good understanding of its role and governors undertake regular training to ensure they meet their responsibilities. Governors have a good knowledge of the school's activities through regular visits and useful presentations on aspects of the school's work from members of staff. Governors also now receive good quality written information from the acting headteacher on progress against agreed whole-school improvement targets. Budgets are set in line with identified priorities.
- 129 The curriculum sub-committee has been recently re-established and this has ensured that governors are now more involved in setting the strategic direction of the school and in identifying key priorities for improved outcomes for pupils. However, governors' ability to evaluate the standards that the school achieves is underdeveloped.
- 130 There are a range of other useful sub-committees that meet regularly to inform the work of the governing body. Governors meet all statutory requirements. Good quality whole-school documentation, covering statutory responsibilities, has been in place for several years and governors are beginning to review and update this.

Key Question 6: How well do leaders and managers evaluate and improve quality and standards?

Grade 3: good features outweigh shortcomings

- 131 The findings of the inspection team do not match the judgement made by the school in its self-evaluation report. The team awarded one grade lower because of current shortcomings in the school's systems to accurately monitor and evaluate pupil progress.
- 132 Since his secondment, the acting headteacher has led on the development of a more open and collaborative culture of self-evaluation to ensure that staff and governors share a common vision and commitment to school improvement.
- 133 The school self-evaluation report is a useful document based on wide consultation. It identifies strengths and areas for development to assist leaders and managers in setting strategic priorities for the school. The school has recently set up a working party to review assessment procedures and has also identified writing and bilingualism as areas for development. Another identified priority area is the underachievement of boys. The school is beginning to address this through planning for more effective independent working by children in some classes in the Foundation Phase. The school has also invested heavily in a good range of outdoor equipment to help meet this priority.
- 134 These and other priorities for improvement have been fed into the school development plan. This is a useful document but it does not provide a clear long term strategic view for the school's work. Neither is the plan sufficiently focused on major initiatives, with clear, specific success criteria to allow accurate measurement of progress.

- 135 The acting headteacher has ensured that he and other senior leaders are beginning to take more responsibility for monitoring at first hand, standards of teaching and learning in the areas for which they are currently responsible. However, the focus of current monitoring is not closely linked to the main priorities for improvement that the school has identified.
- 136 The inspection team's judgements match those of the school in only one of the seven key questions. In the other six key questions, the team awarded one grade lower. This is because, although the school had correctly identified a number of areas for improvement, strategies to address these are recent and have not yet had time to impact on pupil achievement.
- 137 Due to the lack of strategic direction prior to the current school year, the school has not consistently maintained the many areas of very good practice identified in the last inspection. Pupil attainment in literacy and numeracy was previously identified as needing improvement in KS1. These areas now need whole-school action for improvement.

Key Question 7: How efficient are leaders and managers in using resources?

Grade 2: good features and no important shortcomings

- 138 The findings of the inspection team differ from the school's self-evaluation in that the school graded this key question grade 1. This is because the team did not find outstanding features in the school's use of resources.
- 139 The school has an appropriate number of teaching staff who have sufficient knowledge and expertise to teach all aspects of the curriculum in both mainstream classes and specialist units. Their work is supported by the specialist input of a range of external support services accessed by the school. Efficient use is also made of the school's own specialisms in areas such as music, ICT and co-ordinating the outdoor curriculum. Good guidance is provided for supply teachers.
- 140 Teachers are well supported by an extensive team of learning support assistants. Their experience, knowledge and skills ensure that the support and guidance they provide, especially in delivering additional learning needs programmes, is generally good. However the contribution of support staff to learning and recording the progress of pupils is not well managed across all classes and the impact on learning is inconsistent.
- 141 Administrative and ancillary staff make significant contributions to the effective day-to-day life of the school. In addition, a full time site manager, employed by the PFI facilities managers, is located on the site. This ensures that the management of services provided under the PFI contract is co-ordinated effectively with the school's needs and priorities. Maintenance issues are dealt with promptly and the standard of cleanliness is good. A recent internal audit report confirms that the requirements of the PFI contract are met.
- 142 The school's ICT curriculum and training is co-ordinated by a specialist higher level teaching assistant and this provision is judged to be outstanding. The provision of ICT

resources is extensive. In addition to an ICT suite and an ICT area for Years 1 and 2, all classes have stand alone computers. Older pupils also have access to additional laptop computers. The use of these resources is well co-ordinated across the curriculum and has a positive impact on standards.

- 143 The overall level of provision and condition of books and learning resources is good. These are mostly deployed within classrooms, specialist teaching bases and designated outdoor learning areas rather than in central resource centres. They are generally appropriate to pupils' age and needs. Good use is also made of off-site learning resources.
- 144 Overall, the quality of accommodation is very good with all areas of the school, including the outside grounds, being fully utilised to support teaching and learning. The school is well equipped to deliver the curriculum with resources being easily accessible for pupils. Specialist areas such as the bases for the speech and language groups and nurture groups and the sensory and soft play rooms are fully utilised. The large hall is effectively used for various assemblies and physical education. Appropriate accommodation is available for teaching staff to undertake planning, preparation and assessment tasks. Arrangements for ensuring compliance with workload requirements are good.
- 145 The school building, outdoor learning areas and grounds are well maintained and used effectively to enhance teaching and learning. There are attractive displays of children's work in the corridors and classrooms. However, these displays do not always reflect pupils' recent work.
- 146 The school's processes and procedures for setting and monitoring its budget are co-ordinated by the business manager and are very effective. Appropriate information is presented to the governing body's finance sub-committee on a termly basis. When the standards achieved by pupils and the effectiveness of leadership and management, in the interim period prior to September 2009, are taken into consideration, the school achieves adequate and improving, value for money.

School's response to the inspection

- 147 As a school we are pleased that the inspection team agreed with the school's identification of its main strengths and areas for improvement. That links with parents, the community and other training providers are well developed and how the school is successfully laying the foundations for lifelong learning and community regeneration.
- 148 The inspection report recognises the many strengths and outstanding features of our school, in particular the many prestigious awards we have achieved especially being the only primary school in Wales to achieve the Welsh Network of Healthy Schools Scheme – National Quality Award. We are delighted that the report also highlights the caring and supportive ethos which is evident throughout the school. These achievements reflect the dedication, commitment, expertise and enthusiasm of staff.
- 149 We are proud that the children's behaviour was judged to be outstanding. Pupils were found to be highly motivated, courteous and polite. We wholly agree that they treat each other with respect and as equals and they understand that it is important to make everyone feel included and welcome.
- 150 We are delighted that inspectors noted the exceptional provision for pupils with additional learning needs including for pupils in the Autistic Centre and noted the strong links with the wide range of professional agencies.
- 151 The school would like to thank the inspection team for the courteous and professional manner in which the inspection was conducted. We recognise the work undertaken by the inspection team before, during and after the inspection.
- 152 A summary copy of the school's action plan in response to the inspection recommendations will be sent to all parents. The governors' annual report to parents will report on the progress we are making on the inspection recommendations.

Appendix 1

Basic information about the school

Name of school	Pembroke Dock CP School
School type	Primary inc Foundation Phase
Age-range of pupils	
Address of school	Pembroke Dock CP School Bush Street Pembroke Dock Pembrokeshire,
Postcode	SA72 6LF
Telephone number	01646 684872
Acting Headteacher	Mr Peter Evans
Date of secondment	September 2009
Chair of governors/Appropriate authority	Mr Phil Bowen
Registered inspector	Rhona Edwards
Dates of inspection	16 – 18 March 2010

Appendix 2

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	52	77	87	74	66	81	68	64	569

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	23	7	27.2

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	24:1
Pupil: adult (fte) ratio in nursery classes	8:1
Pupil: adult (fte) ratio in special classes	1:38:1
Average class size, excluding nursery and special classes	24
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Autumn 2009	84	90	92
Summer 2009	98	87	92
Spring 2009	95	95	92

Percentage of pupils entitled to free school meals	30
Number of pupils excluded during 12 months prior to inspection	0

Appendix 3

This report uses data for 2009 for LEA and Wales comparative information

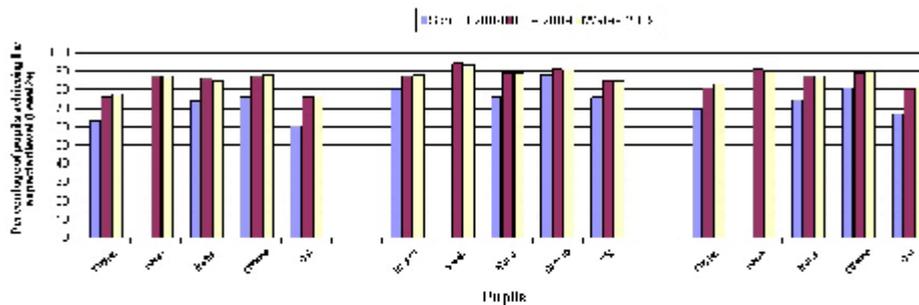
PEMBROKE DOCK COMMUNITY SCHOOL
Pembrokeshire

LEA/School no: 668/2386

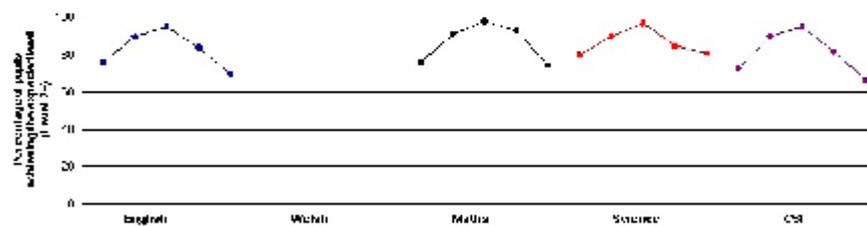
School comparative information: National Curriculum Assessments 2009 with benchmarking Key Stage 1

Percentage of boys, girls, and pupils achieving at least the expected level (Level 2+):

	Boys			Girls			Pupils		
	School 2009	LEA 2009	Wales 2009	School 2009	LEA 2009	Wales 2009	School 2009	LEA 2009	Wales 2009
English	63	76	78	80	87	88	70	81	83
Welsh	-	87	87	-	94	93	-	91	90
Maths	74	86	85	76	89	89	75	87	87
Science	76	87	88	88	91	92	81	89	90
CSI	61	76	77	76	85	85	67	80	81



School Performance over time (2005 - 2009)



Contextual Information

Benchmarked against schools with a similar percentage of pupils eligible for free school meals. School's results shown in greyed boxes. Column headings refer to...

- Quartile 1 School is in the top 25 per cent.
- Quartile 2 School is in the top 50 per cent but not the top 25 per cent.
- Quartile 3 School is in the bottom 50 per cent but not the bottom 25 per cent.
- Quartile 4 School is in the bottom 25 per cent.

Free School Meal Group
More than or equal to 24 per cent and up to 32 per cent eligible for FSM

	Quartile 4	Lower Quartile Boundary	Quartile 3	Median Boundary	Quartile 2	Upper Quartile Boundary	Quartile 1
English	63	72	78	80	87	88	83
Welsh	-	87	87	94	93	91	90
Maths	74	78	85	86	89	92	87
Science	76	84	88	91	92	99	90
CSI	61	70	77	78	85	86	81

Notes:

1. Figures for Welsh refer to attainment in Welsh first language only.
2. CSI = Core Subject Indicator. To achieve the CSI a pupil must achieve at least the expected level 2 in both Mathematics and Science and either English or Welsh first language.

3. If there were no pupils eligible for assessment in a subject for a particular year the graph will discontinue and show a gap for that year.

These results include those of four pupils educated in the autistic resource base.

This report uses data for 2009 for LEA and Wales comparative information

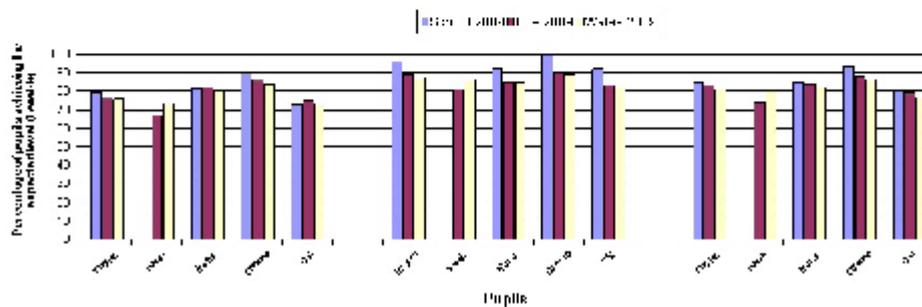
PEMBROKE DOCK COMMUNITY SCHOOL
Pembrokeshire

LEA/School no: 668/2386

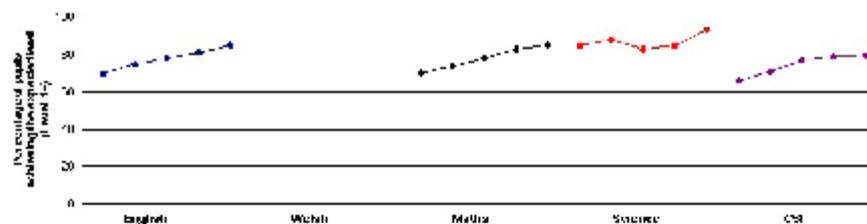
School comparative information: National Curriculum Assessments 2009 with benchmarking
Key Stage 2

Percentage of boys, girls, and pupils achieving at least the expected level (Level 4+):

	Boys			Girls			Pupils		
	School 2009	LEA 2009	Wales 2009	School 2009	LEA 2009	Wales 2009	School 2009	LEA 2009	Wales 2009
English	79	77	76	96	89	87	85	83	81
Welsh	-	67	73	-	81	86	-	74	80
Maths	81	82	80	92	85	85	85	84	82
Science	90	86	84	100	90	89	93	88	86
CSI	73	75	73	92	83	82	80	79	77



School Performance over time (2005 - 2009)



Contextual Information

Benchmarked against schools with a similar percentage of pupils eligible for free school meals.

School's results shown in greyed boxes. Column headings refer to...

Quartile 1 School is in the top 25 per cent.

Quartile 2 School is in the top 50 per cent but not the top 25 per cent.

Quartile 3 School is in the bottom 50 per cent but not the bottom 25 per cent.

Quartile 4 School is in the bottom 25 per cent.

Free School Meal Group

More than or equal to 24 per cent and up to 32 per cent eligible for FSM

	Quartile 4	Lower Quartile Boundary	Quartile 3	Median Boundary	Quartile 2	Upper Quartile Boundary	Quartile 1
English		71		80	85		87
Welsh		50		71			89
Maths		75		82	85		88
Science		79		88	93		94
CSI		67		75	80		83

Notes:

1. Figures for Welsh refer to attainment in Welsh first language only.
2. CSI = Core Subject Indicator. To achieve the CSI a pupil must achieve at least the expected level 4 in both Mathematics and Science and either English or Welsh first language.

3. If there were no pupils eligible for assessment in a subject for a particular year the graph will discontinue and show a gap for that year.

Report created by DEWi on 25/09/2009

Appendix 4

Evidence base of the inspection

Six inspectors spent a total of 15 inspector days in the school. A team meeting was held prior to the inspection. The school accepted the invitation to appoint a nominee, but there was no peer assessor present for the duration of the inspection.

The team inspected:

- 33 lessons or part lessons;
- classes in all year groups;
- acts of collective worship; and
- a range of extra-curricular activities.

The inspection team held meetings with:

- staff, governors and parents before the inspection;
- senior managers, teachers, support and administrative staff and groups of pupils during the inspection; and
- staff and governors after the inspection to share the inspection findings.

The inspection team also considered:

- the school's self-evaluation report;
- 60 parents'/carers' questionnaires, of which 93 per cent of responses were positive;
- a comprehensive range of documentation, including attendance and budget data, provided by the school before and during the inspection; and
- a variety of current and past pupils' work.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mrs Rhona Edwards HMI, Lead Inspector	Key questions 5 and 6
Mrs Bev Jenkins HMI	Key questions 1 and 2
Mrs Sarah Lewis HMI	Key question 3
Mrs Rosemary Lait HMI	Key question 4
Mr Iwan Roberts HMI	Key question 7
Mrs Helen Adams, Lay Inspector	Aspects of key questions 1, 4 and 5
Ms Sue Ainsworth	Nominee

Acknowledgements

The inspection team would like to thank the governors, acting headteacher, members of staff and pupils for their co-operation and courtesy throughout the inspection.