



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

A report on

**Lamphey C.P. School
Lamphey
Pembroke
Pembrokeshire
SA71 5NW**

Date of inspection: January 2018

by

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

About Lamphey C.P. School

Lamphey Primary School is in the village of Lamphey in the Pembrokeshire local authority. There are 233 pupils on roll between the ages of 3 and 11, including 30 who attend the nursery on a part-time basis. Around half of pupils live in rural settings and many attend from beyond the immediate locality.

Pupils are taught in eight classes. Approximately 7% of pupils are eligible for free school meals, which is well below the national average (19%). The school identifies that around 8% of pupils have additional learning needs which is below the national average (22%). A very few pupils have a statement of special educational needs.

Most pupils are of white British ethnicity and nearly all come from homes where English is the main language. A very few pupils come from homes where Welsh is spoken.

The headteacher has been in post since September 2011. The school was last inspected in November 2011.

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

Summary

Lamphey Primary School is a welcoming and caring community. It provides an imaginative range of exciting learning experiences that motivate pupils to achieve well. As a result, nearly all pupils show positive attitudes towards their learning and behave responsibly. The school values the opinions of pupils and parents highly. Leaders take good account of their views when making decisions and this fosters a strong collective commitment to developing the school for the benefit of all.

Teaching is of a consistently high standard across the school. All staff have valuable opportunities to engage in focused professional development activity. This has a very positive impact on the skills and confidence of staff and is instrumental in securing improvement in the standards pupils achieve. For example, the skilful teaching of creative writing contributes strongly to the very good progress many pupils make as they move through the school.

The school is very well led. Leaders have a clear and accurate understanding of the school's strengths and areas for improvement. They lead change successfully and ensure that staff work together very effectively as a team. Governors contribute purposefully to setting the school's strategic direction and support its work well.

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

Recommendations

- R1 Improve standards of pupils' Welsh skills in key stage 2
- R2 Raise overall levels of attendance
- R3 Ensure that the learning environment is appropriate to meet the personal development needs of all pupils

What happens next

The school will draw up an action plan to address the recommendations from the inspection.

Main findings

Standards: Good

Most pupils begin school with skills at or above the level expected for their age. Nearly all pupils, including those with additional learning needs, make good progress as they move through the school and achieve well by the end of key stage 2.

Nearly all pupils make strong progress in developing their speaking and listening skills. They engage well with one another and adults in classes and around the school. In the foundation phase, most pupils speak very clearly and listen well. For example, nearly all pupils in Year 1 converse very well with their peers while working in groups to write instructions for playing snakes and ladders. Many express their ideas confidently and respond to questions appropriately. In key stage 2, most pupils talk purposefully with partners when discussing their activity and demonstrate patience and respect. Many older pupils consider what they want to say carefully before they speak and show a keen awareness of the importance of expressing themselves thoughtfully, for example when offering constructive feedback to their peers during a drama session. Many pupils in Year 6 make presentations to an audience confidently.

Overall, most pupils enjoy reading and develop their reading skills well as they move through the school. By Year 2, many pupils read with confidence and fluency. They take good notice of punctuation marks and know how to overcome obstacles by building up from individual sounds when they encounter unfamiliar words. In key stage 2, most pupils read with increasing expression and show a good understanding of the content and context of a range of different books. By Year 6, most pupils scan and skim texts efficiently to locate information. Many use inference well to empathise with the feelings of characters, for example when discussing what a dialogue reveals about the characters of Macbeth and Banquo when discussing Shakespeare's work. Many pupils name favourite writers and describe personal preferences, giving precise reasons for their choice.

Across the school, most pupils use their writing skills well in other areas of learning. By Year 2, most pupils write at appropriate length for a good range of purposes. They present their work neatly, using letters of a regular size and correct orientation. Many pupils spell common words accurately and more able pupils use a wide range of well-chosen vocabulary specific to the task, for example by referring to scientists, moonsuits and capsules when reporting on a lunar mission as part of their topic work. In key stage 2, most pupils plan and revise their writing effectively. The high standard of many pupils' creative writing is a notable strength. For example, in Year 4, pupils use personification very effectively to describe an ancient crooked lighthouse in a storm. By Year 6, many more able pupils produce writing that is highly imaginative. They use language with maturity and precision to create striking images and express ideas powerfully, for example when creating poems about the magical effect of winter inspired by a heavy frost in the school's willow garden.

Many pupils make suitable progress in developing their basic skills in Welsh. By Year 2, most pupils respond confidently to simple greetings and instructions. They use a good range of vocabulary to describe the weather appropriately and to name

suitable items of clothing. They read simple texts confidently and fluently. By Year 6, most pupils show a developing understanding of a broader range of sentence patterns. However, many older pupils in key stage 2 are not confident enough to engage in conversation in Welsh, and their vocabulary is limited to familiar words and phrases. More able pupils read basic texts correctly, but the standard of pupils' reading in key stage 2 varies too widely.

Most pupils apply their numeracy skills well in other areas of the curriculum. For example, foundation phase pupils weigh ingredients accurately to make porridge and record and present data correctly in tally charts and graphs to show pupils' favourite fruits. By Year 2, most pupils apply their knowledge of place value to sequence important events in the career of the astronaut Neil Armstrong successfully. In key stage 2, most pupils use a good range of formal written methods to calculate correctly when solving multi-step word problems involving money. They find the perimeter and area of polygons using a formula and add, subtract and order fractions and decimals of quantities correctly. Most pupils apply their mathematical knowledge and skills effectively in real-life contexts as part of their topic work. For example, Year 6 pupils use co-ordinates to track the path of hurricanes on a map when learning about extreme weather and produce graphs of accurate measurements to show the growth of mould on a piece of bread when studying bacteria.

Most pupils develop good information and communication technology (ICT) skills. In the foundation phase, they use a range of applications to present and communicate their ideas clearly. For example, pupils in foundation phase record images using tablet computers confidently and use a paint programme independently to present information in Welsh about clothes worn by Tedi Twt. In key stage 2, most pupils navigate online platforms confidently and make effective use of presentation software to share the findings of their independent research. They make purposeful use of spreadsheets to calculate the cost of holidays and create engaging videos using animation to encourage others to reflect on the impact of unkind words. Across the school, most pupils show a good, age-appropriate knowledge of how to keep themselves safe online.

Wellbeing and attitudes to learning: Good

Nearly all pupils feel safe and secure in school and know whom to go to if they have a problem. They have a clear understanding of the need to keep themselves safe, including when using the internet. For example, in key stage 2 pupils talk knowledgeably about their digital footprint and appreciate the importance of protecting personal information. Many older pupils look after younger ones well and show maturity in the way they care for others.

Most pupils take part in a variety of physical activities in lessons and in after school clubs enthusiastically. Many pupils are keen competitors and enjoy representing the school in local tournaments. Many also play an active part in sports teams within the community. Nearly all pupils understand how to live and eat healthily. For example, most pupils who attend the breakfast club make healthy choices when eating and drinking.

Nearly all pupils have a positive attitude towards their work. They respond very well to the support they receive from staff. When working together, most pupils treat each

other with respect and listen to one another's viewpoints. They share ideas confidently and show well-developed social skills when interacting with their peers and adults. They are polite and discuss clearly what they are doing in their lessons. For example, pupils in Year 5 show good support for each other when working in pairs to create a database for identifying different planets. Most pupils know how to evaluate the quality of their work and appreciate helpful comments from staff.

All pupils behave particularly well in lessons and during informal times, such as lunchtimes and around the school. Nearly all pupils are eager to participate in activities in lessons and sustain their concentration on tasks for lengthy periods. They use a good range of strategies to tackle difficulties independently before seeking the help of staff.

Members of the school council make valuable contributions to school life. They listen to pupils' suggestions and are instrumental in making improvements to the school's learning environment, for example by improving the range of resources available to pupils during play times. They have contributed purposefully to developing the school's anti bullying policy.

Most pupils are aware of the importance of attending school regularly and punctually. As a result of the school's actions, the attendance rates of specific groups of pupils have begun to improve recently. However, this has not had time to impact on improving overall rates of attendance when compared with those of similar schools.

Teaching and learning experiences: Excellent

All teachers plan a broad and imaginative range of learning experiences that motivate the interest of nearly all pupils well. They use engaging topics and activities that integrate different areas of learning successfully. These provide good opportunities for pupils to build their knowledge and skills purposefully. As a result, most pupils develop their literacy, numeracy and ICT skills progressively and apply them confidently to new contexts as they move through the school. For example, pupils in Year 1 and Year 4 use their mathematical skills to follow routes and map landmarks in the vicinity of the school. They apply their literacy and ICT skills effectively to record and present their learning to a wider audience.

The school is successful in meeting the principles of the foundation phase. Teachers plan activities skilfully to promote a good balance of adult-led and child-initiated learning. From an early stage, teachers provide beneficial opportunities for pupils to exercise independence, for example through the use of Do-It-Yourself groups within classes. These encourage pupils to take responsibility for their learning successfully. This independence is enabled by strong teamwork between staff who monitor pupils closely and intervene sensitively to provide necessary support and encouragement. As a result, most pupils develop good independent learning skills, which support their further progress.

The quality of teaching across the school is excellent. All staff foster very positive relationships with pupils. They model high expectations for pupils' behaviour and attitudes to learning consistently. Many show obvious enthusiasm in their teaching and use humour to create a relaxed and supportive, fun atmosphere that is appreciated by pupils. In the most effective lessons, teachers provide a strong

practical or creative stimulus that motivates pupils to participate actively. This highly effective teaching supports pupils to develop their thinking skills through exploring problems and real-life situations.

Teachers plan activities with precise objectives and give clear instructions to pupils that enable them to tackle tasks without hesitation. This helps learning to proceed at a good pace. All staff show a strong understanding of the needs of individual pupils and their previous learning. They match tasks closely to pupils' abilities to provide a good level of challenge that stretches nearly all pupils, including the more able. Well-trained learning support assistants provide effective teaching for pupils with additional needs. They use tailored individual and small group sessions to address obstacles to pupils' understanding systematically.

All staff use questioning well to assess pupils' progress and provide very useful verbal feedback during lessons to reinforce learning. They identify clearly where pupils make good progress in their work and use this to demonstrate high standards. Pupils' understanding of how to be successful in a task is enhanced by this modelling. Because of this, most pupils aspire to do well and make effective use of the worthwhile opportunities to reflect on their own learning and that of their peers. Most teachers' written comments on pupils' work provide useful guidance about how to improve.

All staff use the school's grounds and surrounding locality very effectively throughout the year to enrich pupils' learning experiences. This includes frequent visits to local woodlands and beaches where pupils undertake outdoor activities that link purposefully to their learning in class. For instance, Year 2 pupils use natural materials and tablet computers to build and photograph houses they construct for the Three Little Pigs. These opportunities develop pupils' physical skills, collaboration and wellbeing very successfully. Pupils find them motivating and look forward to them eagerly.

All pupils have regular opportunities to learn about the cultural and historic context of Wales through visits to sites such as Pembroke Castle and through the study of Welsh artists and writers. Teachers are generally good role models for the use of spoken Welsh. Many use instructions and familiar phrases when interacting with pupils in class and around the school. The school gives good prominence to the Welsh language and its provision to develop pupils' skills is good overall.

Care, support and guidance: Good

The school has established a range of effective procedures to track and monitor pupils' progress and wellbeing. Teachers analyse data carefully to evaluate pupils' progress to plan the next steps in their learning. Most pupils are aware of their targets and know what they need to do to improve their work.

Learning support assistants monitor pupils progress on intervention programmes closely. This enables them to tailor provision carefully to ensure that nearly all pupils meet identified targets, for instance in their reading.

Staff communicate well with parents and provide regular useful updates about their child's progress through interim reports. They run a series of useful workshops that

provide guidance and resources to parents that help them support their children at home. For example, staff in the foundation phase host an open morning for parents to demonstrate how they can help their child develop their early reading skills.

All pupils with additional learning needs have an individual education plan that includes measurable and challenging targets. These plans are reviewed regularly with pupils and their parents, and adapted as necessary. However, the school does not always provide the most suitable, age appropriate learning environment to develop fully the social skills for a very few pupils.

Arrangements to promote healthy eating and drinking and the importance of taking regular exercise are effective. Regular opportunities for physical education lessons and a broad range of after school sports clubs improve pupils' fitness levels beneficially. Activities such as the school's 'Dune Dash', in which parents participate with pupils, ensure that enjoyment of physical activity is promoted positively and achievement is celebrated inclusively.

The school provides a wide range of activities that successfully develop pupils' personal and social education and ensure that all pupils treat others with fairness and respect. Visitors from the local church contribute effectively to collective worship, and opportunities within lessons to learn about a variety of beliefs help pupils to learn effectively about festivals and customs. As a result, pupils gain a sound understanding of moral and spiritual issues in contemporary society.

All staff promote pupils' decision-making skills well. For example, school council members contribute purposefully to the school's teaching and learning policy through identifying features of a good teacher. These opportunities provide pupils with valuable experience of collaborating with others and respecting their views.

The school provides a good variety of opportunities for pupils to develop their creative skills, such as by making clay pots with a local artist. Teachers make good use of links with community partners to enable pupils to share their skills in a range of events. For example, the school choir and ensemble perform in local venues and concerts. Year 6 pupils performed at a local theatre and in Cardiff, as part of an arts performance celebrating the positive impact of drama in their learning. These opportunities, within the community and beyond, celebrate pupils' achievement and contribute well to developing their self-confidence.

Opportunities to develop pupils' entrepreneurial skills are effective. For example, as part of a business venture, older pupils create a series of items such as bracelets to raise funds to improve the school. This enables pupils to make worthwhile use of their numeracy and communication skills and to plan their work together to achieve a specific goal.

Arrangements for safeguarding pupils meet requirements and give no cause for concern.

Leadership and management: Excellent

The strong and innovative leadership of the headteacher sets a clear strategic direction for developing the school. He has high expectations and a resolute vision

that he shares energetically with all staff, governors and pupils. The headteacher distributes responsibilities very effectively and promotes the professional development of staff as leaders within school and beyond very successfully. For example, the purposeful contributions of staff who lead on the development of outdoor provision and professional learning programmes exert a positive impact on the work of the school and other schools across the region.

The effective senior management team is very enthusiastic and committed to promoting high quality teaching and learning. All teachers are aware of their specific roles and fulfil these conscientiously. They work well as a team and meet regularly to discuss provision and to track pupils' progress. This has a positive effect on the quality of learning experiences provided by the school and ensures that planning meets the individual needs of nearly all pupils well. Support staff are an integral part of this team and contribute successfully to improving pupils' standards, wellbeing and social skills.

The school has robust performance management processes and useful training supports this thoroughly. Nearly all members of staff benefit from taking part in a broad range of professional development activities that meet school priorities and personal aspirations effectively. The strong focus on professional learning reflects the high priority leaders place on developing the knowledge and skills of all staff. An especially good feature is the way in which staff observe leaders teach, using video clips, in order to create meaningful opportunities to evaluate classroom practice and learn from good examples. This helps to ensure that effective approaches to teaching are applied consistently across all classes. Leaders are especially effective in identifying individual teachers' competence, strengths and interests and, as a result, allocate responsibilities very effectively.

Governors have a sound knowledge and a thorough understanding of the school's performance and systems. They update their knowledge regularly by attending relevant training as well as receiving valuable presentations from members of staff. They are very supportive of the school's work and co-operate closely and effectively with leaders to sustain a clear strategic direction. Thorough curriculum meetings, and visits to the school, allow them to challenge leaders successfully to raise standards and ensure high quality provision.

Leaders have a sound understanding of the school's strengths and areas for improvement. They use information from rigorous and extensive self-evaluation processes, such as book scrutiny, lesson observation and data analysis, to identify key areas for improvement accurately. Pupil voice is important to leaders and school ambassadors take a purposeful role in the self-evaluation process and in implementing improvements within the school. A good example of their contribution is the conversion of the library to an ICT suite. The school's comprehensive development plan arises directly from the self-evaluation process and details the main priorities clearly. It is a concise document containing plans and actions that allocate responsibility for monitoring and evaluating effectiveness. All plans are funded wisely and set within a practical timeframe.

The school is well resourced and leaders ensure purposeful use of the school's budget to improve provision and standards. Expenditure links carefully to the priorities in the school development plan. Leaders place a high priority on using the

school's well-developed grounds and areas of interest in the surrounding locality to enrich pupils' learning experiences. The extensive use of outdoor learning impacts positively on pupils' physical and mental wellbeing and is a strength of the school.

Effective use is made of the pupil development grant to improve standards of literacy and numeracy as well as providing essential support for the wellbeing of vulnerable pupils. Nearly all targeted pupils make good progress.

Copies of the report

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

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

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

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

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