



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

**A report on**

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

**Date of inspection: November 2016**

**by**

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

During each inspection, inspectors aim to answer three key questions:

**Key Question 1: How good are the outcomes?**

**Key Question 2: How good is provision?**

**Key Question 3: How good are leadership and management?**

Inspectors also provide an overall judgement on the school's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

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

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

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**Publication date: 13/01/2017**

## Context

Pembroke Dock County Primary School is near the town centre of Pembroke Dock in the Pembrokeshire local authority. There are 598 pupils on roll aged from 3 to 11 years, in 23 classes. Sixty-two children attend the nursery full-time. Most pupils come from the immediate area. The school also has two classes in a learning resource base for pupils aged 3 to 11 years old who have a diagnosis of autistic spectrum conditions. These pupils come from across the local authority.

Approximately 33% of pupils are eligible for free school meals, which is above the national average. Nearly all pupils are of white British ethnicity and come from homes where English is the main language. A very few pupils speak Welsh at home. The school identifies around 25% of pupils as having additional learning needs, including 10 pupils who have a statement of special educational needs. In the 12 months prior to the inspection, there was one fixed-term exclusion.

The last inspection of the school was in March 2010. The headteacher took up her post in April 2010.

The school is currently a 'pioneer school'. This means that it is working with the Welsh Government and other pioneer schools to develop a national model of professional learning and to develop and pilot a new curriculum for Wales. The school also receives additional funding as a 'lead creative' school.

The individual school budget per pupil for Pembroke Dock Community School in 2016-2017 means that the budget is £4,712 per pupil. The maximum per pupil in the primary schools in Pembrokeshire is £6,870 and the minimum is £3,427. Pembroke Dock Community School is eighth out of the 61 primary schools in Pembrokeshire in terms of its school budget per pupil.

## Summary

<b>The school's current performance</b>	<b>Good</b>
<b>The school's prospects for improvement</b>	<b>Excellent</b>

### Current performance

The school's current performance is good because:

- Nearly all pupils make good progress from their starting points
- Most pupils are enthusiastic, highly motivated and confident learners
- Pupils have many opportunities to take responsibility and know that their views are valued
- Overall attendance compares well with that of similar schools
- There are very many engaging, challenging and stimulating learning experiences, within a balanced curriculum
- There is an extensive range of well-attended extra-curricular activities
- Most teaching is good and often very good
- Staff use assessment well to identify pupils' learning needs and provide appropriate support
- From a young age, pupils develop a thoughtful approach to self-assessment and challenge themselves well to improve
- The excellent quality of care, support and guidance has a very positive effect on pupils' standards and wellbeing

### Prospects for improvement

The school's prospects for improvement are excellent because:

- The headteacher provides clear and exceptional leadership
- There are robust and effective management and organisation systems, to ensure effective teaching and learning
- There is a strong, supportive team spirit across the school and a culture of promoting innovation
- Staff use data particularly well to monitor the progress of pupils at an individual level and to act swiftly to arrange appropriate support
- Self-evaluation procedures are very effective and provide a model for other schools across the local authority
- There is a clear pattern of improvement over time
- There are highly effective partnerships with parents, local schools and the community that have a positive impact on pupils' standards and wellbeing
- There are many examples of staff sharing good practice both within the school community and further afield
- Performance management systems are particularly effective in raising pupils' awareness of how to improve their own learning
- The school manages its budget well and makes appropriate use of its financial resources

## Recommendations

- R1 Improve pupils' skills in writing at length
- R2 Improve pupils' opportunities for outdoor learning, particularly in the Foundation Phase
- R3 Ensure that reports to parents meet statutory requirements

### **What happens next?**

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

Estyn will invite the school to prepare a written case study, describing the excellent practice identified during the inspection.

## Main findings

### Key Question 1: How good are outcomes?

Good

#### Standards: Good

Many pupils join the school with skills that are below average for their age. Overall, almost all pupils make good progress from their starting points as they move through the school.

Most pupils listen well to staff and each other. From a young age, they respond well to teachers' questioning. By the end of key stage 2, many pupils make particularly good progress in developing their oral vocabulary. They demonstrate confidence in speaking and discuss topics with interest and enthusiasm.

In early years' classes, most pupils learn new letters and sounds well and this provides a firm foundation for them to develop their reading. Most continue to make steady progress using phonics appropriately to decode words that are new to them. In key stage 2, many pupils have a positive attitude to reading and read with pleasure at a level in line with their ability. They enjoy discussing their books and texts, particularly when this is the focus of a lesson, for example, in Year 6 when pupils consider the imagery in a poem. Many pupils, particularly those who are more able, read fluently and with expression. They develop appropriate higher-order reading skills for example, when they skim or scan a text to research a topic.

In the Foundation Phase, most pupils develop their writing skills well so that, by the end of Year 2, many of them convey their ideas accurately in simple sentences. They make a good attempt to spell words using phonic strategies and form letters well using the school's cursive style. In key stage 2, pupils continue to build on these skills with increasing accuracy. Many use expressive vocabulary, spell accurately and produce good quality writing. For example, in Year 6, pupils write effective monologues from the point of a character in *Twelfth Night*. However, overall, pupils do not write for a broad enough range of purposes. Across the school, pupils produce too few pieces of extended writing.

In the Foundation Phase, most pupils develop a secure understanding of basic mathematical skills appropriate for their age. By the end of key stage 2, most pupils use a range of methods accurately when applying the four rules of number. They are confident in checking the accuracy of their calculations using a range of strategies. They demonstrate a good understanding of number, measuring and data handling skills. Most pupils use their numeracy skills at a high level in subjects across the curriculum, for example when calculating the distances between different cities in South America or identifying the cheapest place to buy items from a shopping list.

Throughout the Foundation Phase, almost all pupils make good progress in developing a range of information and communication technology (ICT) skills that enhance their learning. For example, in Year 2 pupils are successful in setting a code on a tablet to control an animal's movements. In key stage 2, most pupils develop high standards in using ICT. For example, in science in Year 3, pupils add

temperature readings to a table and create a line graph accurately when investigating thermal insulators. By the end of the key stage, most pupils use a range of applications effectively, for example spreadsheets to compare costs and electronic calendars to plan schedules.

Almost all pupils with additional learning needs make good progress against their agreed learning goals. A wide range of support programmes are effective in raising the standards achieved by targeted pupils.

Nearly all pupils take part enthusiastically in Welsh activities and display a very positive attitude towards learning the language. In the Foundation Phase, many pupils' Welsh language skills develop well. Many respond competently to simple questions using familiar vocabulary, for example when giving personal information. By the end of key stage 2, most pupils ask and answer questions, develop a good range of vocabulary about familiar topics and write effectively using a range of familiar sentence patterns. Overall, pupils' progress in Welsh lessons is strong. Most pupils are confident to use the language in a variety of informal situations outside of lessons.

In the Foundation Phase, pupils' performance at the expected outcome 5 in mathematical development over the past four years has placed the school in the higher 50% or top 25% when compared to similar schools. In literacy, performance at the expected level has improved and the school has moved from the lower 50% to the top 25% during this period. Performance of pupils at the higher outcome 6 in both areas of learning has placed the school in the higher 50% or top 25% when compared with similar schools over the same period

In key stage 2, at the expected level 4 pupils' performance in English, mathematics and science is improving. Most recent performance places the school in the higher 50% when compared with similar schools. However prior to this, performance tends to place the school in the lower 50% of schools. At the higher-than-expected level 5, pupils' performance has placed the school in the higher 50% or top 25% for the past four years.

The performance of pupils eligible for free school meals has improved considerably over the last four years. However, these pupils generally perform less well than their peers in attaining the expected outcomes and levels at the end of each key stage.

### **Wellbeing: Excellent**

Nearly all pupils have outstanding attitudes to learning. Most pupils are enthusiastic, highly motivated and confident learners. They are aware of what they are learning, how well they achieve and what they need to do to improve. They feel extremely valued, take an active part in taking responsibility for their own learning and want to help others to succeed.

The pupil voice is highly effective. The school council is an enthusiastic body that plays an important role in representing and sharing pupils' views. The council makes regular presentations to the governing body about its work, for example in supporting the school's anti-bullying strategies. Older pupils take pride in their roles as

representatives on a wide range of groups, for example as numeracy, literacy or digital leaders or as sports ambassadors. They take their roles seriously and carry out a variety of worthwhile tasks. For example, at lunchtime they help younger pupils with reading and numeracy, or take responsibility for providing sports and games activities. The work of digital leaders to promote e-safety is of particular note. All these leaders are effective role models for other pupils.

Nearly all pupils know that they need to eat well and exercise regularly to have a healthy body and mind. They are happy, feel safe and are confident that adults act upon their concerns quickly. Most pupils behave well and are polite and welcoming to visitors.

Many pupils take part in a rich variety of extra-curricular activities that include for example, samba dancing and free running. They benefit from opportunities to participate in community activities such as the summer project to create the 'Roly Poly Bird' for the Roald Dahl celebration in Cardiff. Pupils' involvement in developing a plan for safe routes to school has had a good impact on increasing the numbers who walk or cycle. Year 6 visits to the local university raise pupils' aspirations effectively.

The school groups, clubs and community activities are highly effective and make a positive difference to pupils' wellbeing.

Attendance levels have improved over the last four years. In the two most recent years, attendance figures have placed the school in the top 25% when compared with similar schools. The attendance level of pupils eligible for free school meals is just below that of their peers but is improving.

<b>Key Question 2: How good is provision?</b>	<b>Good</b>
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**Learning experiences: Excellent**

The school provides pupils with very many engaging, challenging and stimulating learning experiences, within a balanced curriculum. It focuses particularly well on using pupils' interests as a focus for their learning and developing their thinking skills, resilience and confidence as learners to a high level. For instance, all pupils enjoy participating in 'immersive learning days' where pupils determine what they will learn. Teachers plan inspiring educational visits that relate well to topics and themes and these motivate pupils effectively, for example when using the beach at Freshwater East to develop pupils' literacy. The school provides an extensive range of extra-curricular activities that further enhance many pupils' learning.

Teachers' joint planning across each year group ensures consistency in provision for pupils. This collaborative way of working is very effective in enabling teachers of intervention programmes to support targeted pupils successfully. This means that most pupils identified as needing additional support, catch up with their peers and achieve at the expected level for their age by the end of Year 2 and Year 6.

Teachers' curriculum planning ensures that pupils' skills in speaking, listening, reading, numeracy and ICT develop progressively as they move through the school. However, teachers plan too few opportunities for pupils to write at length.

Teachers plan worthwhile opportunities for pupils to take ownership of their skills development through very regular engagement with their 'learning ladders'. As a result, most pupils identify correctly the skill they need to develop next and make good progress in achieving this.

The school's provision for promoting the Welsh language, culture and heritage is very effective. There are extensive opportunities for pupils to develop their Welsh skills and the school's pupil and staff 'Welsh Champions' promote Welsh vigorously. Links with the local community, visits to local heritage sites, such as Castell Carew and the study of Welsh folk tales extend pupils' knowledge of their locality, and the history and culture of Wales, very effectively.

The school provides good opportunities for pupils to learn about sustainable development and as a result, most understand why there is a need to reduce energy use and to recycle. The school has a strong commitment to fair trade and teachers plan opportunities for pupils to develop a meaningful understanding of this within the wider curriculum. Pupils develop a very good understanding of their role as global citizens, for example when they use Welsh to email a pen-friend in Patagonia.

### **Teaching: Good**

All teachers have high expectations of all pupils. They share learning intentions and success criteria effectively so that pupils understand fully what they need to do in order to succeed. Most teachers have very good subject knowledge and plan lessons, which build on pupils' previous learning successfully. They question pupils skilfully and move pupils' learning forward at a lively pace. In a very few lessons, teachers do not manage time effectively enough to maintain all pupils' attention.

Most teachers set pupils stimulating challenges with good use of real-life learning contexts that meet the needs of pupils of different abilities successfully. These lessons develop pupils' oracy, numeracy, ICT and problem-solving skills particularly well. Many teachers are confident enough to seek pupils' feedback on their learning experiences. They adapt their planning and teaching to respond appropriately to pupils' comments and to take pupils' learning further. As a result, pupils feel that teachers respect and value their views about how well they are learning. Learning support assistants work purposefully with staff and pupils in the delivery of lessons and in small intervention groups, and most make a strong contribution to pupils' learning. However, in the Foundation Phase, teachers do not provide a sufficient balance of adult-led and child-initiated tasks for children to learn independently through carefully planned play.

Assessment for and of learning are strengths of the school. All staff and pupils use a range of worthwhile assessment for learning strategies that they understand well. Across the school, all teachers provide consistent and effective written feedback to pupils. Most pupils understand the good features of their own work and assess each other's work accurately. Pupils want to succeed in their learning and recognise effective ways to move this forward.

The school has highly effective procedures in place to collect and analyse a range of valuable data on the progress of individual pupils, groups, and cohorts across the school. Staff understand and make very good use of data to track and plan thoroughly for the needs of all pupils. Teachers know their pupils' learning needs very well.

The school's reports to parents are informative. However, they do not meet statutory requirements.

### **Care, support and guidance: Excellent**

The excellent quality of care, support and guidance has a very positive effect on pupils' standards and wellbeing. The school promotes pupils' spiritual, moral, social and cultural development very well. For example, the staff encourage pupils to reflect on their rights and responsibilities effectively, and this impacts very positively on their respect for one another. Whole school assemblies provide good opportunities to develop pupils' spiritual understanding and provide worthwhile time for reflection. The school makes appropriate arrangements for promoting healthy eating and drinking.

There is an innovative approach to extra-curricular activities. These help to promote the benefits of a healthy lifestyle. For example, all pupils participate in a daily one kilometre run. Staff arrange a variety of engaging activities before school that encourage many pupils to arrive at school early. The free-running club is particularly popular. These sessions have had a particularly beneficial impact on pupils' attendance and as a result, the standards achieved by pupils eligible for free school meals have improved. Arrangements for dealing with unacceptable behaviour are clear, consistent and understood by pupils. Staff and pupils use restorative practice strategies effectively to resolve conflict issues both in and out of class. These strategies are effective in improving pupils' behaviour.

There are effective and robust procedures in place to care for and support pupils with additional learning needs. The school's processes for early identification of pupils with additional learning needs are of high quality and staff target support accordingly, for example, through the screening of all pupils for speech, language and communication difficulties. The extensive collaboration with external agencies improves pupil engagement and raises the standards that pupils achieve. For example, team around the family officers work effectively with older pupils on outdoor activities such as seal watching and this builds these pupils' confidence and self-esteem. The school works particularly closely and well with parents of pupils with additional learning needs, especially those in the learning resource centre where provision is of high quality. There is regular two-way communication between parents and staff throughout the school day, for example, through an on-line tool. This reassures parents about their child's learning and wellbeing, and helps to motivate pupils.

There are highly effective arrangements for supporting vulnerable pupils. The school has developed its own assessment tool to identify and track pupils with emotional and social needs. Highly trained staff support these pupils effectively in a variety of ways to raise self-esteem and improve social skills. For example, pupils take part in regular nurture group activities within the community such as beach cleaning. As a result, nearly all pupils make good progress in developing their social skills.

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

**Learning environment: Good**

The school has a supportive and caring ethos where the rights of the child are at the heart of its work and every individual is important. There is an inclusive atmosphere where all pupils have equal access to the curriculum. The school promotes positive behaviour and harmony effectively, and celebrates differences well.

There is a good range of quality resources, which support pupils' education well. The accommodation provides an attractive environment for learning. Staff maintain the school well and informative displays of pupils' work and achievements help to create a stimulating learning environment. There are extensive outdoor areas and the school uses a range of local facilities that include for example, the public library and neighbouring park to support learning well. However, the outside environment lacks sufficient resources to support effective outdoor learning. The school recognises this in its improvement plan.

<b>Key Question 3: How good are leadership and management?</b>	<b>Excellent</b>
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**Leadership: Excellent**

The headteacher provides clear and exceptional leadership. She has a strong vision for the school that she shares well within and across the wider local community. She has restructured the school's management and organisation to create robust and effective systems. These promote school improvement and ensure that the school operates efficiently on a day-to-day basis. The senior leadership team and staff at all levels support the headteacher well. All staff are members of teams to support school development and further their own learning. They have clear roles and responsibilities and fulfil their roles effectively. There is a strong, supportive team spirit across the school and a culture of promoting innovation.

The headteacher has a good understanding of pupils' performance and knows all pupils well. She meets with relevant staff at least twice each year, to review the progress of every pupil on an individual basis. She provides suitable challenge to teachers to ensure that pupils make appropriate progress.

There are regular leadership and staff team meetings with a clear focus and agreed actions. Senior leaders track progress against these carefully. School policies are up-to-date and are reviewed regularly. The school makes effective use of electronic communication to share information with staff across the large site and with parents through the website and social media.

Governors understand their roles and act as effective 'critical friends' in questioning and challenging leaders and managers. They are supportive of the school and have a good understanding of its work. They link effectively with subject leaders to learn about the school's curriculum, engage in learning walks and scrutinise pupils' work. The school meets national and local priorities well. For example, it has identified and addressed the need to improve outcomes for disadvantaged pupils. In its role as a

Pioneer School, it contributes suitably to the review of staff career development and promoting curriculum change.

**Improving quality: Excellent**

The school's self-evaluation procedures are very effective and provide a model for other schools across the local authority and region. Leaders and managers have an accurate picture of the school's strengths and areas for development. The self-evaluation process takes full account of a wide range of stakeholders' views that include parents, staff and governors. This ongoing and robust process enables the school to identify, monitor and evaluate its performance very effectively. Pupils' views are at the heart of the process. There is an open culture where, for example, staff encourage pupils to review their teaching. This helps teachers to identify ways that help pupils to learn best. All teachers take part in a wide range of monitoring activities, including lesson observations and sampling of pupils' work. As a result, staff share knowledge of the school's strengths and areas for development particularly well.

The self-evaluation report is a clear, succinct document that focuses very effectively and in detail on how well pupils achieve. The senior leadership team use the information to identify appropriate priorities and to set challenging targets in the school development plan. Senior leaders monitor progress against this plan closely to ensure a continued rate of improvement. There is a clear pattern of improvement over time. For example, the school has made good progress in improving the outcomes and attendance levels of pupils eligible for free school meals.

The school has made very good progress in addressing the recommendations of the last inspection report.

**Partnership working: Excellent**

The school has highly effective partnerships with parents, local schools and the community. These have a very beneficial effect on pupils' learning and wellbeing. The partnership with parents is exemplary and nearly all are exceptionally positive about the work of the school. Parents receive regular and highly effective information about the school's activities through its website and social media, such as weekly video blogs.

Outstanding partnerships with external agencies and voluntary organisations provide extensive support to vulnerable families. The weekly 'Find out Fridays' event enables parents to meet with health professionals, the police, child services and the school's inclusion manager to receive high quality support and guidance with issues affecting their family. Many parents and pupils attend the school's family courses and receive valuable support from its family liaison support officers. As a result, parents have a better understanding of their children's needs and this enables them to address these more effectively.

The school's partnership with the on-site Flying Start provision is particularly effective in ensuring that children are ready for school. Extensive arrangements ensure that teachers and support staff have a detailed knowledge of the needs, abilities and

backgrounds of all children when they enter the nursery classes. The links between the school and the local secondary school to which nearly all pupils transfer are good.

The school works in very close partnership with the local authority and the regional consortium to provide training and support for many teachers from other schools and aspiring school leaders. As a Pioneer School, it shares its effective practice widely. Strong partnership working with other cluster schools ensures a stimulating range of learning opportunities for all pupils in literacy, numeracy and ICT. The school hosts visits for education providers from across Wales regularly and presents at national conferences. Through close links with a further education college and a higher education institution, the school acts very effectively as a hub for the delivery of a range of accredited training programmes. These enable members of the community to work towards achieving National Vocational Qualifications and develop the expertise of trainee and qualified teachers, allowing them to benefit from international research in effective teaching practices.

### **Resource management: Good**

The school has very good levels of staffing and resources that support pupils' learning well. School leaders manage staffing and financial resources effectively and efficiently. They deploy the large team of support staff appropriately.

The performance management system is effective and helps staff identify appropriate areas for development. The system acts as a central tool for example, in establishing systems, which enable pupils to set effective targets for their own progress. The school provides a range of relevant training opportunities. There are suitable arrangements for teachers' preparation, planning and assessment time.

Many teachers from schools from across the authority and nationally have visited the school to view its innovative practice in developing pupils' attitudes to learning.

The school makes effective use of the pupil deprivation grant to raise standards for disadvantaged pupils. Strategies include provision for popular extra-curricular activities before school for example, a free-running club that encourages pupils to arrive early and be ready for learning. Other opportunities include intervention to support pupils' learning needs, financing music lessons and school trips, and summer support programmes. As a result, outcomes and attendance levels for pupils eligible for free school meals have improved.

The school's spending decisions relate well to its priorities for improvement. Overall, the school provides good value for money.

## Appendix 1: Commentary on performance data

### 6682386 - Pembroke Dock Community

Number of pupils on roll	608
Pupils eligible for free school meals (FSM) - 3 year average	33.0
FSM band	5 (32%<FSM)

#### Foundation Phase

	2013	2014	2015	2016
<b>Number of pupils in Year 2 cohort</b>	73	72	74	79
<b>Achieving the Foundation Phase indicator (FPI) (%)</b>	76.7	80.6	89.2	87.3
Benchmark quartile	2	2	1	2
<b>Language, literacy and communication skills - English (LCE)</b>				
Number of pupils in cohort	73	72	74	79
Achieving outcome 5+ (%)	76.7	84.7	89.2	89.9
Benchmark quartile	3	2	1	1
Achieving outcome 6+ (%)	27.4	27.8	37.8	35.4
Benchmark quartile	2	2	1	1
<b>Language, literacy and communication skills - Welsh (LCW)</b>				
Number of pupils in cohort	*	*	*	*
Achieving outcome 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving outcome 6+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
<b>Mathematical development (MDT)</b>				
Number of pupils in cohort	73	72	74	79
Achieving outcome 5+ (%)	84.9	86.1	90.5	91.1
Benchmark quartile	2	2	1	1
Achieving outcome 6+ (%)	35.6	25.0	27.0	30.4
Benchmark quartile	1	2	2	2
<b>Personal and social development, wellbeing and cultural diversity (PSD)</b>				
Number of pupils in cohort	73	72	74	79
Achieving outcome 5+ (%)	95.9	97.2	94.6	96.2
Benchmark quartile	2	2	2	2
Achieving outcome 6+ (%)	49.3	40.3	62.2	67.1
Benchmark quartile	1	2	1	1

The Foundation Phase indicator (FPI) represents the percentage of pupils achieving outcome 5 or above in PSD, LCE/LCW, and MDT in combination.

\* This item may disclose information on individuals, or it is not sufficiently robust for publication, not applicable or is otherwise unavailable.

The benchmark quartile compares the performance of one school against others who have similar levels of pupils with free school meals (FSM). FSM is used as a proxy of social deprivation in schools. This allows a comparison of the performance of a school against others who are in the same FSM category, and who might therefore have a similar intake of pupils from deprived backgrounds.

A school in benchmark quartile 1 is in the highest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are higher than many other schools with similar levels of pupils from deprived backgrounds. A school in benchmark quartile 4 is in the lowest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are lower than many other schools with similar levels of pupils from deprived backgrounds.

**6682386 - Pembroke Dock Community**

Number of pupils on roll 608  
 Pupils eligible for free school meals (FSM) - 3 year average 33.0  
 FSM band 5 (32%<FSM)

**Key stage 2**

	2013	2014	2015	2016
<b>Number of pupils in Year 6 cohort</b>	72	79	94	77
<b>Achieving the core subject indicator (CSI) (%)</b>	75.0	81.0	88.3	84.4
Benchmark quartile	3	2	1	2
<b>English</b>				
Number of pupils in cohort	72	79	94	77
Achieving level 4+ (%)	75.0	81.0	88.3	87.0
Benchmark quartile	3	3	2	2
Achieving level 5+ (%)	27.8	31.6	34.0	35.1
Benchmark quartile	2	2	2	2
<b>Welsh first language</b>				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
<b>Mathematics</b>				
Number of pupils in cohort	72	79	94	77
Achieving level 4+ (%)	76.4	81.0	91.5	89.6
Benchmark quartile	3	3	1	2
Achieving level 5+ (%)	27.8	39.2	35.1	46.8
Benchmark quartile	2	1	2	1
<b>Science</b>				
Number of pupils in cohort	72	79	94	77
Achieving level 4+ (%)	80.6	82.3	89.4	88.3
Benchmark quartile	3	3	2	2
Achieving level 5+ (%)	27.8	51.9	41.5	44.2
Benchmark quartile	2	1	1	1

The core subject indicator (CSI) represents the percentage of pupils achieving level 4 or above in English or Welsh (first language), mathematics and science in combination.

\* This item may disclose information on individuals, or it is not sufficiently robust for publication, not applicable or is otherwise unavailable.

The benchmark quartile compares the performance of one school against others who have similar levels of pupils with free school meals (FSM). FSM is used as a proxy of social deprivation in schools. This allows a comparison of the performance of a school against others who are in the same FSM category, and who might therefore have a similar intake of pupils from deprived backgrounds.

A school in benchmark quartile 1 is in the highest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are higher than many other schools with similar levels of pupils from deprived backgrounds. A school in benchmark quartile 4 is in the lowest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are lower than many other schools with similar levels of pupils from deprived backgrounds.

Further information is available from the Welsh Government My Local School website at the link below.

<http://mylocalschool.wales.gov.uk/index.html?lang=eng>

## Appendix 2

### Stakeholder satisfaction report

#### Responses to learner questionnaires

Denotes the benchmark - this is a total of all responses since September 2010.

	Number of responses Nifer o ymatebion	Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	95	92 97%	3 3%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	94	93 99%	1 1%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	95	95 100%	0 0%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
		97%	3%	
The school teaches me how to keep healthy	95	94 99%	1 1%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		97%	3%	
There are lots of chances at school for me to get regular exercise.	95	94 99%	1 1%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	93	91 98%	2 2%	Rwy'n gwneud yn dda yn yr ysgol.
		96%	4%	
The teachers and other adults in the school help me to learn and make progress.	95	94 99%	1 1%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddsygu a gwneud cynnydd.
		99%	1%	
I know what to do and who to ask if I find my work hard.	95	95 100%	0 0%	Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
		98%	2%	
My homework helps me to understand and improve my work in school.	94	90 96%	4 4%	Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
		91%	9%	
I have enough books, equipment, and computers to do my work.	95	94 99%	1 1%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
		95%	5%	
Other children behave well and I can get my work done.	95	87 92%	8 8%	Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
		77%	23%	
Nearly all children behave well at playtime and lunch time	95	89 94%	6 6%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		84%	16%	

## Responses to parent questionnaires

Denotes the benchmark - this is a total of all responses since September 2010.

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the school.	38	27 71%	9 24%	0 0%	2 5%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	34%	3%	1%		
My child likes this school.	37	26 70%	10 27%	1 3%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		73%	26%	1%	0%		
My child was helped to settle in well when he or she started at the school.	38	25 66%	12 32%	0 0%	1 3%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	37	24 65%	10 27%	3 8%	0 0%	1	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	38	16 42%	16 42%	4 11%	2 5%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		47%	48%	4%	1%		
Teaching is good.	37	28 76%	9 24%	0 0%	0 0%	1	Mae'r addysgu yn dda.
		61%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	38	28 74%	10 26%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		64%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	36	20 56%	9 25%	6 17%	1 3%	2	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol.
		49%	43%	6%	2%		
Staff treat all children fairly and with respect.	37	26 70%	8 22%	3 8%	0 0%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		60%	35%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	38	30 79%	7 18%	0 0%	1 3%	0	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		60%	37%	2%	0%		
My child is safe at school.	35	29 83%	5 14%	1 3%	0 0%	2	Mae fy mhentyn yn ddiogel yn yr ysgol.
		66%	32%	2%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	33	26 79%	5 15%	2 6%	0 0%	5	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		56%	39%	4%	1%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I am kept well informed about my child's progress.	38	23 61%	10 26%	5 13%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
I feel comfortable about approaching the school with questions, suggestions or a problem.	36	26 72%	6 17%	3 8%	1 3%	1	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
I understand the school's procedure for dealing with complaints.	36	21 58%	9 25%	6 17%	0 0%	2	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
The school helps my child to become more mature and take on responsibility.	37	25 68%	10 27%	2 5%	0 0%	1	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
My child is well prepared for moving on to the next school or college or work.	35	20 57%	13 37%	2 6%	0 0%	3	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
There is a good range of activities including trips or visits.	37	24 65%	10 27%	1 3%	2 5%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
The school is well run.	37	27 73%	9 24%	1 3%	0 0%	1	Mae'r ysgol yn cael ei rhedeg yn dda.

## Appendix 3

### The inspection team

Rosemary Lloyd Lait	Reporting Inspector
Phil Norton	Team Inspector
Elizabeth Barry	Team Inspector
Heledd Thomas	Team Inspector
Matthew Evans	Lay Inspector
Jessica Stuart-Lyon	Peer Inspector
Michele Thomas (Headteacher)	Nominee

## Copies of the report

Copies of this report are available from the school and from the Estyn website ([www.estyn.gov.wales](http://www.estyn.gov.wales))

### Year groups, the Foundation Phase and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and local authorities.

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

Primary phase:

Year	N	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	3-4	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The Foundation Phase and key stages cover the following year groups:

Foundation Phase	Nursery, Reception, Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

## **Glossary of terms – Primary**

### **Foundation Phase indicator (FPI)**

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

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

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

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

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

### **The core subject indicator (CSI)**

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

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

- English or Welsh first language
- mathematics
- science

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

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

### **All-Wales Core Data sets**

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

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

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