



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

A report on

**Pembroke Primary School
Fairfield Road
Bulwark
Chepstow
Monmouthshire
NP16 5JN**

Date of inspection: January 2019

by

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

About Pembroke Primary School

Pembroke Primary School is in Chepstow in the Monmouthshire local authority. There are 248 pupils on roll aged from 3 to 11 years. The school has seven single-age classes and two part-time nursery classes. An additional learning centre has a further three specialist classes that provide education for pupils from the south of Monmouthshire who have profound, multiple and severe learning difficulties and autistic spectrum disorder.

The school's three-year average for pupils eligible for free school meals is around 17%, which is close to the national average. Nearly all pupils are of white British heritage and only a very few speak Welsh at home. A very few pupils speak English as an additional language. The school identifies around 21% of pupils as having additional learning needs, which is similar to the national average. Of these pupils, 24 have statements of special educational needs and are mostly in the additional learning centre.

The headteacher has been in post since January 2016. The school was last inspected in June 2015.

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

Pembroke Primary School is a happy, caring school community where most pupils make good progress as they move through the school. Pupils' standards of oracy, information and communication technology (ICT) and creativity are particularly high. Nearly all pupils in the school's additional learning centre make at least good progress from their individual starting points. Most pupils at the school behave well and have positive attitudes towards their learning. They have an important say in what and how they learn. Most teachers plan stimulating experiences that engage pupils effectively in their learning.

The headteacher provides strong, effective leadership with a clear focus on improving teaching and learning. Other leaders, including members of the governing body, support her well in achieving this aim. As a result, the school has a good track record in making improvements over recent years.

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

Recommendations

- R1 Address the health and safety issue identified during the inspection
- R2 Improve standards of handwriting and presentation
- R3 Give pupils more regular and purposeful opportunities to use their numeracy skills in other areas of the curriculum
- R4 Improve attendance

What happens next

Not in follow-up

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

Main findings

Standards: Good

Many pupils enter reception with skills at least at the level expected for their age. By the end of key stage 2, most pupils make good progress in improving their literacy, numeracy and ICT skills. Nearly all pupils in the school's additional learning centre make at least good progress from their individual start points.

Most pupils improve their oracy skills well in the foundation phase. By Year 2, they talk eagerly about their activities and listen well when others are speaking. In key stage 2, many pupils are confident, articulate speakers. They enjoy discussing their work and giving their opinions. For example, Year 4 pupils explain clearly how they made their science test on acidity fair. Most pupils listen well to the views of others.

In the foundation phase, most pupils develop a secure knowledge of letters and sounds and use this well to help them begin to read. By Year 2, most pupils read simple texts with appropriate fluency and understanding. However, many pupils use a limited range of strategies to help them when faced with unknown words. In key stage 2, many pupils have positive attitudes towards reading. They enjoy reading a range of different genres and express clear preferences for different authors. Most pupils use their reading skills well to support their learning in other subjects. For example, pupils in Year 5 research facts online quickly on different planets as part of their topic on space.

In the foundation phase, pupils write for a suitable range of different purposes. Older pupils write in short sentences using full stops correctly and spell common words accurately. More able pupils use imaginative descriptive language to add interest to their work. For example, Year 1 pupils use suitable 'bossy' words to write a recipe to make a cake. However, by the end of the foundation phase, a minority of pupils do not improve their writing skills well enough. In key stage 2, pupils write freely for a wide range of audiences. Many older pupils have a secure understanding of the features of different genres of writing. For example, Year 5 pupils write well-constructed biographies of Sir Ranulph Fiennes. More able pupils in particular use mature language to engage the reader effectively, for example when writing from different viewpoints. They use a wide range of effective punctuation and spell well.

Overall, pupils use their writing skills appropriately in other subjects. For example, Year 2 pupils evaluate their models of Rapunzel's Tower honestly using suitable subject-specific language. Across the school, a minority of pupils do not always write neatly and do not take enough care when presenting their work.

Many pupils improve their numeracy skills well in the foundation phase. In Year 1, pupils double numbers to 20 and give change up to 10p correctly. In key stage 2, most pupils develop a secure understanding of number. By Year 6, many pupils use this knowledge well to help them solve a range of real-life problems, for example to calculate balances on bank statements and to plan a budget for their enterprise project. However, across the school, pupils do not use their numeracy skills regularly enough in other curriculum areas and at the same level as in their mathematics lessons.

Throughout the school, most pupils have positive attitudes towards speaking Welsh. In the foundation phase, pupils enjoy singing Welsh songs. Most count confidently up to 20, recognise colours and describe themselves and different weather conditions correctly. In key stage 2, many pupils improve their Welsh oracy skills well. By Year 6, they talk about familiar situations using a suitable range of vocabulary and sentence patterns, including in the past tense. Pupils write regularly in Welsh. For example, Year 4 pupils create leaflets containing accurate facts about Aberystwyth while pupils in Year 6 write interesting recounts about their trip to Techniquet. Many pupils in key stage 2 read familiar texts in Welsh aloud with confidence and mostly with accurate pronunciation.

As they move through the school, most pupils improve their ICT skills effectively. They use these skills confidently to support their work across the curriculum. In nursery, pupils use a paint program to create pictures using three different colours. In Year 2, pupils use accurate directional language to write instructions to move a digital character. By the end of key stage 2, many pupils are highly competent ICT users. For example, Year 6, pupils produce detailed databases on characters from Harry Potter books. Older pupils in particular have a sound knowledge of how to use spreadsheets, for example to record correctly and to interrogate data on achievements in their circuit training lessons.

Across the school, many pupils develop their creative skills well. In every class, pupils study the work of the chosen 'artist of the month'. For example, pupils in Year 3 create effective, eye-catching artwork while studying Jackson Pollock, and in Year 6 pupils design colourful portraits in the style of Pablo Picasso.

Wellbeing and attitudes to learning: Good

Most pupils feel safe and happy in school and believe that staff listen to their concerns and respect them. Almost all pupils behave well in classrooms and at play times. Older pupils show high levels of care and consideration for younger pupils and those with additional learning needs. Pupils move sensibly around the school in a calm and respectful manner. Throughout the school, nearly all pupils are polite, courteous and respectful to each other, to staff and to visitors. Nearly all pupils have a strong awareness of the importance of staying safe, including online.

Nearly all pupils know how to stay healthy by eating a balanced diet and through regular physical activity. For example, they take part with enthusiasm in the daily mile around the school grounds. In addition, throughout the school, pupils participate energetically in the school's 'Maths on the Move' sessions that combine opportunities for physical activity with numeracy. Nearly all pupils demonstrate high levels of wellbeing and enjoyment during these sessions.

In the additional learning centre nearly all pupils make good progress in developing the skills and strategies to understand their feelings and manage their behaviour successfully. Most pupils in the centre enjoy coming to school and show positive attitudes to their learning.

Throughout the school, pupils contribute to decisions about what and how they learn. They also take responsibility for projects, such as designing and helping to build a sensory garden. Pupils with leadership responsibilities take their roles seriously and

make a positive contribution to the life of the school. For example, the eco council are proactive around the school in helping to reduce energy consumption and improving waste recycling. They regularly talk to other pupils in assemblies to share information and to set new eco challenges. Year 5 'playground pals' organise beneficial activities at lunchtimes for younger pupils.

Nearly all pupils are enthusiastic about their learning and speak confidently about their work. They interact co-operatively with each other in pairs and in small groups. For example, Year 5 pupils work maturely in thinking groups to undertake a shared activity on space. Most pupils concentrate and remain on task for appropriate periods. For example, in nursery, pupils engage in purposeful sustained play in the water tray, filling and emptying different containers alongside each other without intervention from an adult. Throughout the school, pupils respond well to new challenges and enjoy trying out new ideas.

Over the last three years, attendance has not improved overall and does not compare favourably with that in similar schools. However, the attendance of pupils in mainstream classes is higher.

Teaching and learning experiences: Good

Nearly all teachers have positive working relationships with pupils and most manage pupils' behaviour well. In the additional learning centre, staff use a wide range of behaviour support techniques successfully. Most teachers plan regular, stimulating activities that meet the needs of most pupils. They provide pupils with clear instructions and let them know how to succeed in their learning. Most staff use purposeful questioning to gauge pupils' understanding. Nearly all teachers use a suitable range of stimulating resources, including ICT, to support their teaching. Teachers deploy support staff well to take forward the learning of individuals and groups of pupils.

Most teachers give pupils effective oral and written feedback on their work. Pupils use this advice well to make improvements, particularly to their writing. Older pupils assess their own work and that of other pupils skilfully and this helps them to make progress in improving their performance. Many teachers use the ongoing assessment of pupils' learning well to help plan next steps in their teaching. However, a few teachers are too generous when assessing the standard of pupils' work.

Across the school, teachers plan an exciting curriculum that engages pupils successfully in their learning. In many classes, pupils have purposeful opportunities to choose what topics they study each term. Staff in the additional learning centre plan effectively across the three classes using themes that interest pupils. Teachers in these classes ensure that learning experiences reflect individual pupils' readiness to engage with person-centred activities. Throughout the school, there is a strong emphasis on developing pupils' creative skills, for example through their provision for art.

Staff use educational visits and visitors well to enhance the curriculum. For example, Year 1 pupils visit the National Museum in Cardiff to study dinosaurs, and Year 3 pupils undertake walks around Chepstow town centre to gather information on the local environment.

Foundation phase teachers use the indoor and outdoor space well to give pupils rich and varied opportunities to learn in a stimulating play-based environment. Across the school, staff provide pupils with exciting activities in the school's extensive forest area.

Teachers plan carefully to develop pupils' literacy skills in other curriculum areas. Pupils have regular opportunities to use their oracy, reading and writing skills in purposeful contexts. Teachers use the school's comprehensive ICT scheme to give pupils rich opportunities to develop and use their ICT skills in a wide range of curriculum areas. However, many teachers do not plan well enough for pupils to use their numeracy skills regularly and at an appropriate level in other subjects.

The school's provision for the teaching of Welsh is appropriate. Staff use a regional consortium scheme of work to plan for the teaching of Welsh skills as pupils move through the year groups. Staff promote the history and culture of Wales well through topic work and the school environment. For example, pupils in the additional learning centre study the work of the artist Rhiannon Williams and Year 2 pupils learn about the life of Betsi Cadwaladr.

Care, support and guidance: Good

Staff use a detailed range of pupil tracking data to monitor and assess the progress of individuals and groups of pupils. They identify pupils who are not making expected progress, and agree plans to address their needs. Staff in the additional learning centre have effective processes for assessing, monitoring and tracking pupils' progress. As a result, they understand the needs of their pupils well and are familiar with the fine level of detail needed to ensure the progressive development of pupils' skills.

Leaders deploy senior teaching assistants effectively to deliver targeted interventions in literacy, numeracy and emotional wellbeing. They work in close partnership with class teachers to address the needs of individual pupils. The school works purposefully with other local schools to share best practice in supporting pupils with additional needs. For example, staff have adopted a new approach to the development of individual education plans. They now ensure that the plans focus more clearly on each pupil's needs and interests. This approach enables staff to concentrate on addressing specific individual pupil targets and progress in a more timely way. Pupils in the additional learning centre and in mainstream classes benefit from activities that support their emotional wellbeing effectively. These include sessions on mindfulness and individual therapeutic programmes. As a result, many pupils are able to transfer the skills they learn from these initiatives into other aspects of their lives in school and beyond.

Throughout the school, parents attend a range of events to support their children's learning at home. For example, the school arranges beneficial parental workshops on numeracy and reading. The school has close links with parents of pupils with additional learning needs and staff use home school diaries effectively to aid communication. The school sends home useful termly topic overviews and homework ideas based on the new curriculum. Leaders also issue questionnaires annually to ascertain the views of parents. In spite of this, a few parents feel that the school seeks their views, but does not always act upon their concerns and opinions enough.

Staff teach pupils the benefit of leading a healthy and active lifestyle. The school gives pupils a broad range of opportunities to engage in physical activity. For example, there are a number of sports after-school clubs, such as football, netball and rugby. The school has appropriate arrangements to promote healthy eating and drinking. Staff teach pupils of all ages how to stay safe, including when using the internet.

The school monitors attendance regularly and benefits from the support of the education welfare officer. The school has a wide range of appropriate initiatives to try to improve attendance rates, including rewards, certificates and letters to parents. However, this work is yet to have a strong impact on improving attendance.

The school promotes pupils' personal and social development well through assemblies, themed weeks and in lessons. Staff focus well on important themes, such as respect, wellbeing and global learning. This provision has a positive impact on the values that pupils learn. For example, pupils in Year 1 made a 'helping hands tree' to show how they had helped other people.

Learning experiences provide good opportunities for pupils to develop their moral, cultural, social and spiritual awareness. Staff encourage pupils to demonstrate high levels of care and support for each other around the school and this contributes to the high levels of empathy between pupils. Teachers give pupils appropriate opportunities to learn about other cultures and to appreciate diversity. They encourage pupils to reflect on issues of equality well. For example, pupils listen to the story of Malala's Magic Pencil and make posters to promote equal rights for all and to understand the plight of children who cannot go to school.

The school provides an extensive range of opportunities for pupils to develop their creative skills. There are strong links with a number of creative professionals and pupils have regular opportunities to perform to a wide range of different audiences.

Generally, the school's arrangements for safeguarding pupils meet requirements. However, inspectors raised a health and safety issue with the school during the inspection in relation to the gate by the pond in the forest school area.

Leadership and management: Good

Leaders have a clear vision for the school that they communicate well in school activities, on displays and in documentation. Leaders know staff well, they understand their strengths and needs, and use this knowledge appropriately to develop an effective, engaged team of teachers and support staff. For example, they use a teacher with specialist ICT and physical education knowledge to teach these subjects across the school to help raise standards. Leaders distribute roles and responsibilities fairly. Staff work well in teams to take forward school priorities with a clear focus on improving pupils' standards.

The headteacher and deputy headteacher set high expectations for themselves and for all staff and pupils. They promote professional values and behaviours well. This contributes positively to school improvement and effective collaboration between staff and with other schools. For example, the school works successfully within a cluster of other local schools to improve standards of teaching and learning.

The school is addressing most national priorities well. For example, leaders have focused on introducing the four purposes into all classrooms and are preparing well for the introduction of the digital competence framework. In addition, teachers use the new professional teaching standards to influence their classroom practice.

The senior leadership team meets regularly to discuss the progress that the school is making towards achieving its improvement priorities. They use evidence from their self-evaluation activities to inform their judgements. However, leaders do not always ensure that they identify their next steps clearly enough in the outcomes from their meetings. Leaders have established effective performance management arrangements for all staff. Teachers evaluate their current performance and team leaders make effective use of this information when agreeing and reviewing performance objectives.

Members of the governing body take part effectively in the life of the school. Governors undertake regular monitoring visits to gain first-hand information on standards and provision at the school. Governors contribute to the setting of school improvement priorities. They are beginning to challenge leaders over standards at the school.

Leaders plan a useful annual cycle of self-evaluation activities to help them accurately assess the school's strengths and areas to improve. They gather first-hand information from lesson observations, scrutiny of planning and pupils' work, surveys and data analyses to assess the school's current position and to plan for the future. Leaders use the outcomes of monitoring to set relevant improvement priorities. The school is beginning to involve stakeholders in self-evaluation more regularly. For example, older pupils undertake learning walks to make judgements, on the quality of the learning environment.

The school improvement plan focuses well on addressing school priorities for improvement. Leaders monitor the progress that the school is making towards meeting the priorities effectively. They have a good track record of making improvements. For example, the school has improved pupils' standards and provision for ICT over recent years.

Leaders ensure that staff have opportunities for effective professional development. For example, all teachers work regularly with staff in other local schools to share ideas to improve their practice. This work has had a positive impact on improving teaching and learning at the school.

Leaders ensure that the school makes purposeful use of all resources available to them. Leaders and governors monitor the school's finances carefully to ensure that they allocate resources beneficially and to address school improvement priorities. The school's indoor and outdoor environment are stimulating and bright learning spaces for pupils. Leaders use grant funding well to support targeted groups of pupils. For example, they monitor the impact of their pupil development grant spending on improving outcomes for targeted pupils well to maximise its benefit for these pupils.

Copies of the report

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

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

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

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

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

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