



*Rhagoriaeth i bawb – Excellence for all*

Arolygiaeth Ei Mawrhydi dros Addysg  
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate  
for Education and Training in Wales

**A report on**

**Lamphey Community Primary School  
Lamphey  
Pembroke  
Pembrokeshire  
SA71 5NW**

**Date of inspection: November 2011**

**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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## Context

Lamphey Primary School is situated in Lamphey village, approximately two miles to the east of the town of Pembroke. It was built in 1910, and has been remodelled with additional classrooms since 1967. It caters for pupils from the village and outlying districts and also from the towns of Pembroke and Pembroke Dock. Around 82% of pupils come from outside the catchment area. Approximately half of the pupils live in a rural setting.

This is an economically disadvantaged area with eight per cent of pupils entitled to free school meals, which is below the local authority and all-Wales average. The rate of pupil mobility is low, and many pupils' parents are from professional backgrounds.

Currently, there are 167 full time equivalent pupils on roll, between the ages of three and 11 years. This figure is similar to the last inspection in October 2005. Children are accepted into the nursery class on a part-time basis in the September immediately following their third birthday.

Pupils are organised into eight classes according to age, four in key stage 1 including a nursery and reception unit, and four in key stage 2.

The majority of pupils come from homes where English is spoken as a first language. Two per cent of pupils come from homes where Welsh is spoken at home. Nearly all pupils are of white British ethnicity.

Twelve per cent of pupils are designated as having additional learning needs, and two pupils have statements of special educational needs.

The individual school budget per pupil for Lamphey C.P. School in 2011-2012 means that the budget is £3,200 per pupil. The maximum per pupil in the primary schools in Pembrokeshire is £5,323 and the minimum is £3,000. Lamphey C.P. School is 54th out of the 61 primary schools in Pembrokeshire in terms of its school budget per pupil.

The headteacher has been in post since September 2011.

## Summary

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

### Current performance

The current performance of Lamphey Primary School is good because:

- most pupils make good progress and achieve good standards;
- the behaviour and attitudes to learning of nearly all pupils are good;
- the quality of teaching and assessment is good, as are learning experiences;
- care, support and guidance are good; and
- leadership and management are good.

### Prospects for improvement

The schools prospects for improvement are good because:

- there is good leadership at all levels;
- the newly appointed headteacher has built on the good practice of the past and identified appropriate priorities for development;
- the link between school-evaluation and the school development plan are effective, and
- the quality of teamwork is good and staff morale is high.

## Recommendations

The school needs to:

- R1 improve the percentage of boys who gain higher levels in the core subjects of English, mathematics, and science and improve boys' reading skills;
- R2 raise pupils' standards in Welsh 2nd language in the Foundation Phase and key stage 2;
- R3 improve outdoor areas and make better use of accommodation to enhance teaching and learning within the Foundation Phase and within key stage 2;
- R4 develop self-evaluation by subject co-ordinators to take better account of whole school priorities; and
- R5 continue to develop links with other schools in order to broaden teachers' experiences and their understanding of initiatives and quality in other schools.

### **What happens next?**

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

## Main findings

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

Good

#### Standards: Good

When they start school, the basic skills levels of the majority of pupils are higher than the local authority average. Most pupils achieve the expected outcomes for their age by the end of the Foundation Phase.

Pupils across the school listen well to their teachers and to each other. Their oral skills in the Foundation Phase and key stage 2 are good. Nearly all pupils answer questions confidently and engage with their peers effectively when discussing their work.

Most pupils make good progress in developing their reading skills, according to their age, ability and interests. In the Foundation Phase, pupils are keen independent readers. They develop a good knowledge and understanding of initial sounds and blends. They apply their knowledge and develop their reading skills effectively, particularly in work with rhyming words. In key stage 2, most pupils read confidently and show a good understanding of their work. However, a minority of pupils, many of whom are boys, are hesitant readers.

The majority of pupils make good progress in their writing skills relative to their aptitude and ability. Overall, in the Foundation Phase, pupils make good progress in letter formation and in developing their handwriting. In key stage 2, the standards of the majority of pupils' writing is good and most pupils write for different purposes to good effect. However, even among more able pupils there are weaknesses in spelling and grammar.

Outcomes of teacher assessment show an improvement in the standards of Welsh 2nd language, but most pupils make slow progress. In general, pupils are not able to use Welsh effectively enough outside a structured classroom activity. Across the school, standards in both Welsh oral and written work are satisfactory at best.

Most pupils in the Foundation Phase and key stage 2 make good progress in developing their skills. Throughout the school, pupils work well together in groups and many use their literacy, numeracy and information and communication technology (ICT) skills well across a range of subjects. They take responsibility for their own learning, often enjoy their work, and show interest and perseverance to remain on task.

At the end of key stage 1 and key stage 2, pupils' performance is relatively high in English, mathematics and science when compared to the performance of pupils in schools with similar percentages of free school meals. When comparing the results for the combination of reading, writing and mathematics, the school's performance is above the family of schools and the all-Wales average.

In both key stages, the percentage of pupils gaining the expected level, and the percentage achieving the higher than expected level, is better than the average for the family of schools in all three core subjects. However, there is a difference between boys' and girls' achievement. By the end of both key stages, a larger percentage of girls attain the higher levels in all three core subjects.

There is no significant difference between the progress and attainment of the group of pupils entitled to free school meals and those not entitled to free school meals. All pupils with additional learning needs achieve well against prior attainment and personal targets. They make good progress relative to their ability.

### **Wellbeing: Good**

All pupils have positive attitudes towards healthy eating and exercise. They take part enthusiastically in a good range of physical activities and actively support the healthy schools initiative. All pupils feel safe in school.

Pupils enjoy school and are well motivated. They have positive attitudes to learning and enjoy the wide variety of activities on offer. They feel valued and supported by all staff in the school. They are proud of their school.

Pupils behave very well throughout the school day. They are polite, courteous and respectful. The school has a wide range of links with the community. These links improve pupils' social and communication skills and help them to prepare well for life and work outside school.

Members of the school council, eco committee and the school ambassadors are actively involved in making decisions. They manage their own finances and are signatories of the pupils' school bank account. They represent the views of other pupils well. Pupils enjoy the variety of extra-curricular activities and experiences on offer. Their understanding of sustainable development and global citizenship is very good.

Attendance is good at 95%. Nearly all pupils arrive punctually.

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

The school provides an appropriate range of learning experiences through a broad and balanced curriculum that meets statutory requirements. Teachers and learning support assistants plan a good range of stimulating and challenging work for pupils, including visits to places of interest and a good range of extra-curricular activities. Pupils have many opportunities to learn about their locality and Y Cwricwlwm Cymreig to raise their awareness of the history and culture of Wales.

Planning ensures that the work builds on pupils' existing knowledge and, in general, presents an appropriate degree of challenge for pupils of different abilities. However, opportunities for boys to attain higher levels in the core subjects and, more widely, to develop as confident readers, are less well developed. Planning for the development

of pupils' literacy, numeracy and ICT is thorough. There is a good focus on developing pupils' thinking skills. Provision for the teaching of Welsh 2nd language does not give pupils enough opportunities to attain higher standards.

The school has very good provision for education for sustainable development and global citizenship, including links with the local community and places in other parts of the world. The eco committee is active in promoting a wide range of initiatives and its members take their responsibilities seriously. The school has achieved the bronze and silver Green Flag Award and the Gold Award for Sustainable Schools.

### **Teaching: Good**

The quality of teaching is generally good. It is particularly strong in most of the Foundation Phase. Teachers and support staff have good subject knowledge and understanding of how to develop a skills based curriculum. They use a variety of strategies and resources to provide stimulating learning experiences for pupils. Lessons are well planned and there are very good relationships between adults and pupils, and high expectations in the great majority of classes. Classroom management is effective.

The school has effective procedures for the assessment and recording of pupils' progress. Staff provide helpful oral feedback to pupils. Teachers' marking is effective. They provide helpful written comments and set agreed targets with pupils on how to improve. They use a good range of assessment methods and keep detailed records of pupils' achievements.

Pupils' work is moderated by staff both within the school and with other providers. This helps to ensure that judgements related to levels of achievement are more consistent. The school has efficient systems for tracking and recording pupils' progress. Assessment data is analysed effectively to identify trends and target additional support for pupils.

Self-assessment and peer-assessment are developing well. Assessment for learning strategies are used effectively to inform both pupils and teachers of the next stage of learning.

The reports to parents are detailed and inform them well of their children's progress, with appropriate targets for improvement identified.

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

There are effective arrangements in place to support pupils' health and wellbeing and their social, moral, cultural and spiritual development. The curriculum and extra-curricular activities enrich pupils' experiences and promote the benefits of healthy eating and regular exercise. The school has good provision for personal and social education. All of these experiences are having a positive impact on pupils' wellbeing and development.

The school has an effective anti-bullying policy and successfully promotes good behaviour and attendance. Pupils contribute to the development of school and class



rules and because of this have a better understanding of the school's expectations regarding behaviour and discipline. Registration complies with statutory requirements.

The school has an appropriate policy and has procedures for safeguarding. The headteacher is the designated person for the process and a nominated governor provides support. All staff have received training during the current year and understand the guidelines. The school makes good use of support from specialist agencies when necessary.

Provision for pupils with additional learning needs is very good. Appropriate support is deployed through the early identification of needs and effective development of intervention strategies. There are good links with specialist external agencies. Provision for those pupils who are considered to be more able and talented is appropriate.

Individual education plans are of good quality and pupils and parents are involved well in their development. Plans are reviewed regularly and targets updated. Pupils' statements of educational need comply with statutory requirements. Pupils and their parents or carers feel comfortable approaching staff for additional advice and guidance.

### **Learning environment: Good**

The school has an inclusive ethos and strong sense of community where individuals are valued and treated equally. A safe, caring and welcoming environment is provided for all pupils.

Nearly all classrooms have stimulating and colourful displays of pupils' work to provide a welcoming, bright and interesting learning environment. The school buildings are well maintained and generally sufficient for the number of pupils. However, the location of classrooms inhibits the creation of a distinct area for the Foundation Phase and for key stage 2 as a whole. The nursery is too small for the number of pupils on roll.

Outdoor areas are well maintained to provide very good space for physical activities and opportunities for the implementation of outdoor learning. The yard areas are largely unmarked for pupil games and lack sufficient stimulus. The school has a range of good resources to support delivery of the curriculum and these are well matched to the needs of pupils.

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

The school benefits from effective leadership at all levels. The recently-appointed headteacher has quickly developed good working relationships with all staff and improved communication with parents. He has set out a new policy for teaching and learning, including greater use of assessment for learning strategies.

The senior management team works well together and shares a commitment to high standards of teaching and learning. All staff share a common vision for the development of the school and staff morale is high. Meetings of staff and management groups are minuted appropriately and action points followed up.

The school has responded well to national and local priorities, for example in the development of the Foundation Phase, sustainable development, outdoor schools and safeguarding.

The procedures for undertaking performance management of staff are well understood. The procedures identify appropriate training and development needs and individuals receive appropriate targets for improvement. However, the evaluation of staff performance is too uniform and does not tease out variations in performance enough.

The governing body supports and challenges the school effectively. The long-standing chair understands the school well, provides sound support to the headteacher and keeps a close eye on financial matters. The governing body conducts its business very diligently and meets its statutory obligations well, but the full governing body does not always have a detailed enough grasp of performance data relating to standards at the school.

### **Improving quality: Good**

The process of self-evaluation is well established at the school and staff contribute well to the identification of strengths and areas for development. The annual reviews of standards and quality undertaken by subject co-ordinators are detailed, use performance data well and are based on a wide range of evidence.

The review of whole-school priorities and initiatives is good, but less well developed in the case of subject reviews. The views of pupils inform the planning of the curriculum in classes, but there is limited use of pupil or parent surveys to find out their views on aspects of school life.

The school's self-evaluation report was compiled soon after the headteacher took up his appointment in September. The report is detailed and presents a reasonably balanced view of the school's strengths and weaknesses, though it tends to be a little generous in its evaluation of excellence in the school. Teachers had the opportunity to contribute to the self-evaluation report, but not all other staff.

The school improvement plan identifies appropriate priorities for development, based upon self-evaluation by staff. Improvement plans have appropriate timescales and resources allocated to them. Their implementation is monitored suitably by leaders and managers in the school and by the governing body.

There are networks of professional practice in place in relation to improving boys' writing, developing Welsh oral skills and the performance of pupils entitled to free school meals. Most of these are at a relatively early stage of development and involve staff within the school. These are appropriate areas for development and they are beginning to have a positive impact on teaching and learning.

### **Partnership working: Good**

The school has good relationships with parents, and communication between the school and parents has improved since the appointment of the new headteacher.

The school links well with the local authority and staff have shown leadership in making presentations about aspects of their work at training events organised by the local authority. Links with outside agencies, especially in relation to environmental education, are strong and these contribute well to the wider curriculum.

Links with the local secondary school are sound and teachers participate well in meetings of local primary schools to moderate pupils' work. The links between the school and the local initial teacher training institution are very good.

Overall, the school is beginning to link more with other schools in the locality and further afield, but teachers' awareness of excellence is limited by lack of first-hand knowledge of developments beyond Pembrokeshire. There is little quality assurance activity with other schools or use of joint resources.

### **Resource management: Good**

The school has enough staff to deliver the curriculum and to support the needs of pupils. It makes effective use of the learning support assistants in the school, especially in the Foundation Phase.

Teachers and pupils use the available resources well. Teachers generally use the space within their classroom areas well. Some areas of the school are underused.

The school has a significant amount of reserves, but these will reduce with designated expenditure this year aimed at improving the use of space. The school undertakes its own financial management very effectively outside of the local authority's service level agreement for financial services.

The school has a relatively small budget per pupil, but the governing body analyses and monitors expenditure well. It also conducts detailed risk assessments to ensure that it uses its finances prudently and efficiently. Pupils achieve good standards overall. The school provides good value for money.

## Appendix 1

### Commentary on performance data

Since 2008-2009 in key stage 1, the percentage of pupils attaining the core subject indicator (CSI) (the expected level, level 2, in English or Welsh first language, mathematics and science) is higher than the average achieved by schools with similar percentages of pupils entitled to free school meals. It is also higher than the indicators for the family of similar schools, the local authority and Wales, and is in the highest 25% when compared with the relative achievement of similar schools. The school's results were above the averages for the family and Wales in oracy, reading and writing in both key stage 1 and key stage 2 from 2008 to 2011.

In key stage 1, pupils' attainment in the individual core subjects of English and mathematics is higher than the family average, and in the highest 25% when compared to relative performance of schools with similar percentages of free school meals, between 2008-2009 and 2010-2011. Attainment in science has improved, and in 2011 was also in the highest 25%.

The percentage of pupils attaining higher than the expected level, (level 3), is higher in all of the core subjects than all of the other schools in the family of schools. In key stage 1 there is a difference between boys' and girls' achievement, with more girls attaining the higher level in all three core subjects.

In key stage 2, since 2008-2009 the percentage of pupils attaining the CSI (the expected level, level 4, in English, mathematics and science) has been above the average achieved by schools with similar percentages of pupils entitled to free school meals. Since 2008-2009, key stage 2 results in each individual subject, other than science, have been higher than the family of schools, local authority and all-Wales averages, and are in the higher 50%, but not the highest 25% when compared to the relative performance of schools with similar percentages of free school meals. Pupils' performance in science for 2010-2011 places the school in the lower 50% but not the lowest 25% when compared to the performance of similar schools.

The percentage of pupils attaining higher than the expected level (level 5) is higher on average in English, mathematics and science in comparison with the situation in the family of schools. In key stage 2, there is a difference between boys' and girls' achievement, with more girls attaining the higher level in all three core subjects.

Attendance rates have improved over recent years and are now good.

## Appendix 2

### Stakeholder satisfaction report

#### Parent questionnaires

Questionnaires were completed by 33 parents; this is a sample of approximately 10% of the total number. Overall, they are very positive about the school. The majority are satisfied with the school and confirm that their child is safe, likes the school and was helped to settle in well when he or she started attending. Most believe that their child is making good progress, that behaviour is good and that teaching is also good. They all believe that their child receives appropriate support in relation to any particular needs and is encouraged to be healthy. They all believe that the school is well run and that their child is well prepared for moving on to the next school. They all feel comfortable about approaching the school with questions and the great majority understand the school's procedures for dealing with complaints. A small minority of parents do not believe that homework builds well on what their child learns in school and a small minority also do not believe that they are kept well informed about their child's progress.

#### Learner questionnaires

The majority of pupils (94) in key stage 2 completed the questionnaire and nearly all feel safe in the school. Most believe that the school teaches them how to keep healthy and provides lots of opportunities to get regular exercise. Most believe that they are doing well in school and that teachers and other adults help them learn and make progress. Most know whom to ask if they find their work hard, or if they are worried or upset, and believe that they have enough resources to do their work. A small minority do not believe that homework helps them to understand and improve on their work. A small minority do not believe that the school deals well with any bullying. A more significant minority do not believe that other children behave well to allow them to do their work, and a similar significant minority do not believe that all children behave well at playtime and lunch time.

## Appendix 3

### The inspection team

Gareth Wyn Jones	Reporting Inspector
Barry Norris	Team Inspector
Helen Adams	Lay Inspector
Clive Evans	Peer Inspector
Simon Thomas	School Nominee

## Copies of the report

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

Under the Independent School Standards (Wales) Regulations 2003, the school must provide copies of the report to all parents of the school. Where a pupil is subject to placement by a local authority, a copy of the report should be sent by the school to each relevant authority.

## Year groups and key stages

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

The term 'Reception' (R) refers to the year group of pupils in a primary school who reach the age of five during the academic year. Year 1 refers to the year group of pupils who reach the age of six during the academic year and so on. Year 13 is the year group of students who reach the age of 18 during the academic year.

Primary phase:

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

Secondary phase:

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

The four key stages cover the following year groups:

Key stage 1	Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11