



*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**

**Roch C.P. School  
Roch  
Haverfordwest  
SA62 6AW**

**Date of inspection: May 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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Publication Section  
Estyn  
Anchor Court  
Keen Road  
Cardiff  
CF24 5JW

or by email to [publications@estyn.gov.uk](mailto:publications@estyn.gov.uk)

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## Context

Roch Community Primary School is situated between Haverfordwest and St Davids in the small, rural village of Roch. The school was opened in 1973. In recent years, the school building has been extended to include two new classrooms and new facilities for the Foundation Phase.

Pupils who attend the school come from a large rural catchment area that is neither economically or socially disadvantaged. Recently, the catchment area was extended following the closure of a neighbouring school. Currently, 143 pupils are on roll, numbers having increased substantially since the last inspection. Pupils are taught in six classes – the nursery and reception class, Year 1, Year 2 and three mixed age classes in key stage 2.

Eighteen percent of pupils have additional learning needs with two pupils receiving specialist funding. Approximately 7% of pupils are entitled to free school meals. Nearly all pupils come from homes where the predominant language spoken is English and nearly all pupils are from white ethnic backgrounds. Currently, one child has English as an additional language. There have been no exclusions over the last six years.

There have been many staff changes since the last inspection, including the appointment of the present headteacher who has been in post since January 2006. Staffing numbers have also increased, and currently there are six teachers and ten learning support assistants.

The 2010-2011 individual school budget per pupil for Roch Community Primary School is £3,208, which compares with a maximum of £5,769 and a minimum of £2,995 for primary schools in Pembrokeshire. The school has the 53rd highest budget per pupil out of the 65 primary schools in Pembrokeshire.

## Summary

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

### Current performance

Overall the school's current performance is good because:

- most pupils make good progress during their time in school;
- pupils are well motivated, eager to learn and behave well;
- the headteacher, deputy and governors work well together in improving the quality of education for the pupils;
- most of the teaching is good;
- the school successfully promotes pupils' wellbeing; and
- all staff are committed, feel valued and contribute fully to the life of the school.

### Prospects for improvement

Prospects for improvement are good because:

- the school is well led and has made significant progress since the last inspection;
- the headteacher has a clear understanding of the areas the school needs to develop and has won the confidence, support and respect of all members of the school community; and
- of the way the school governors act as critical friends.

## Recommendations

In order to improve, the school needs to:

- R1 ensure that the work always challenges the more able pupils;
- R2 share more effectively the best practice in curriculum planning and teaching across the school;
- R3 improve the monitoring procedures in order to promote greater consistency;
- R4 ensure that all staff's developmental needs are addressed through performance management; and
- R5 allow pupils to have more of a say in what and how they learn.

### **What happens next?**

The school will produce an action plan to show how it will address the recommendations.

## Main findings

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

Good

#### Standards: Good

Most pupils enter the school with at least average basic skills. They generally make good progress during their time at the school.

Pupils' results in the National Curriculum teacher assessment at seven and 11 years of age have to be treated with care. The small numbers involved and the relatively high proportion of pupils with additional learning needs cause the results to vary considerably from year to year. At seven years of age, pupils perform as well as other pupils in similar schools in attaining the expected level (level 2) in mathematics and science. In English, pupils do less well at the expected level, with many achieving considerably lower levels than pupils of the same age in similar schools. Over the last three years pupils have consistently done less well than others of the same age in other schools in achieving the higher level (level 3) in English, mathematics and science.

Pupils at 11 years of age do better at the expected level (level 4) in mathematics and science and much better in English at the higher level (level 5), where the results are amongst the best when compared with those of similar schools. The percentage of pupils achieving the core subject indicator (the expected level in all three subjects of English, mathematics and science) places the school in the 25% best performing schools with a similar background. Girls perform better than boys, mainly because of the relatively high number of boys in the school that have additional learning needs over the last few years. Overall, pupils with additional learning needs make the expected progress in relation to their individual targets. Most make significant progress in terms of improving their literacy skills. Pupils entitled to free school meals perform as well as all other pupils.

More able pupils in many classes do not achieve as well as they should in some areas of the curriculum.

In nursery and reception classes, pupils' speaking and mark-making skills develop well. From an early age, most pupils speak confidently and many can use a very good range of vocabulary. In older classes, nearly all pupils talk confidently and can articulate their thoughts coherently.

Most pupils are enthusiastic readers and have reading skills appropriate to their age and ability. In the Foundation Phase, they make good progress in acquiring a range of early reading skills. Older pupils can refer to previous books they have read and can explain what they like about them. The more able can scan for headings and key words, predict events and characters' reactions to events and consider alternative interpretations for information. Many pupils read very well and the less able readers are able to use a good range of strategies to tackle unfamiliar words.

Most pupils' written work shows clear progression from the start of the year as they write at more length and in increasingly complex sentences. Many pupils become good writers at an early age. The more able pupils in key stage 2 can write extensively, imaginatively and accurately. The standard of most pupils' handwriting and presentation is very good throughout the school.

Most pupils' skills in Welsh as a second language are good. In the Foundation Phase and in Year 1, pupils make good early progress and can converse in simple sentences confidently. At key stage 2, pupils acquire an increasing range of Welsh sentence patterns and vocabulary and use them with a good degree of accuracy.

### **Wellbeing: Good**

Pupils have a good understanding of the importance of developing a healthy lifestyle. They eat healthily in school and participate in a good range of sporting activities. Behaviour is good throughout the school and pupils show respect and courtesy towards staff, visitors and each other. They feel safe and know how to seek help in school with any problems. Attendance is good and is above the all-Wales, local authority and family of schools' averages.

Pupils are eager to take responsibility and participate in extra-curricular learning activities. The School Council understands its role and contributes positively to some aspects of school life. Pupils' contribution to what and how they learn is at an early stage of development.

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

A good range of learning experiences is provided that meets the needs of many pupils and covers the National Curriculum requirements and religious education. Overall, the activities are structured well to allow pupils to reinforce and build on their prior learning. In the best examples, planning is responsive to pupils' needs as teachers reflect on the progress made during the lessons. However, in many classes, a few more able pupils are not always challenged enough in some areas of the curriculum.

Strategies to support pupils' basic skills are particularly effective. In the best example, pupils are withdrawn from classes and receive effective additional support in improving their literacy skills.

Good use is made of a wide range of resources for developing pupils' information and communication technology skills. Frequent opportunities for pupils to develop their thinking and problem solving skills and to apply them in subjects across the curriculum result in a significant improvement in their confidence and attainment.

The provision for Welsh language development and the Welsh dimension is good. The use of stories to build pupils' vocabulary and teach sentence patterns is particularly effective. The use of Welsh and English side-by-side in some activities heightens pupils' awareness and understanding of both languages.

The school successfully promotes aspects of education for sustainable development and global citizenship. Staff make effective use of visits, special events and visitors to enrich pupils' learning, and very good use made of the outdoor environment to support learning.

The school provides a broad range of extra-curricular activities, which complements the school curriculum well and promotes pupils' self esteem and teamwork effectively.

### **Teaching: Good**

Teachers establish good working relationships with pupils. They plan many lessons effectively with good pace, have high expectations for pupils and use a range of teaching strategies and resources to make the learning interesting. Teachers are good language role models and use questioning techniques effectively to challenge pupils' thinking. In the less successful lessons the lack of understanding of the needs of particular pupils means that not all of the pupils are achieving as well as they should.

Teachers make effective use of assessment information to track the pupils' progress. Pupils have individual targets and these are tracked to monitor progress and provide additional support when required. This has a significant impact on the progress pupils make.

Pupils' written work is marked regularly and comments in pupils' books acknowledge effort and offer encouragement. The teachers provide good opportunities to enable pupils to consider how well they are doing. Also, pupils' ability to self-assess and assess their peers' performance is developing well in many classes.

End of year reports are clear and informative. They involve pupils and parents in identifying areas for improvement and older pupils contribute to their own reports by reflecting on the progress made during the year.

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

The school is a well-ordered community. Learning experiences and collective worship promote pupils' personal, spiritual, moral, social and cultural development well. There are appropriate arrangements for promoting a healthy lifestyle. The school has developed a good range of effective relationships with outside agencies to provide good-quality support for pupils.

Support for pupils with additional learning needs is very good. Individual education plans are very child friendly and fully involve pupils in deciding on their targets and what they need to do to achieve them. The sharing of these with parents and all staff enables pupils to make very good progress and ensures a consistency of approach. The school has very good partnerships with other key agencies and collaborative working ensures prompt and effective support for pupils.

The school has an appropriate policy and procedures for safeguarding.



### **Learning environment: Good**

The school has a very positive ethos which encourages all pupils to treat others fairly and with respect. Pupils have equal access to areas of the school's provision and are treated equally. The school promotes tolerance and respect for others through an effective range of activities to celebrate diversity.

The school's accommodation is well maintained and many classes provide stimulating learning environments. Attractive displays in many classrooms and school communal areas support pupils' learning and celebrate pupils' achievements. The good range of resources support pupils' learning needs well.

The school uses its accommodation effectively. In particular, the outside areas provide opportunities for a good range of activities.

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

The headteacher, deputy headteacher and governors are successful in developing a shared vision for the school. They work well together to create an open and honest culture. The headteacher has successfully managed the school through a period of considerable change. The appointment of key teaching and support staff is having a positive impact on improving standards in many aspects of school life.

The headteacher provides clear and effective leadership. All staff are committed to improving standards, feel valued and have specific responsibilities for developing a range of initiatives. This has a positive impact on the school as a learning community and promotes a very positive whole-school ethos. There are satisfactory performance management systems for teaching staff and these generally have a positive impact on the quality of teaching.

The governing body fulfils its statutory obligations. Under the leadership of an experienced chairperson, the governors support the school well. They have a good understanding of the school's current and future priorities. Governors have a sound knowledge of school performance data and they act effectively as critical friends of the school.

The school is making good progress in introducing initiatives that meet local and national priorities well, such as the Foundation Phase and Assessment for Learning. At key stage 2, teachers and pupils are developing their understanding of using skills across the curriculum. These initiatives are having a positive impact on pupils' standards and wellbeing.

### **Improving quality: Good**

The school's self-evaluation report is an honest and accurate reflection of the work of the school. It identifies the strengths and areas in need of development. The headteacher makes appropriate use of performance data to monitor progress and plan for improvement.

The headteacher teaches all classes and this enables her to know how well pupils are performing across the school. However, many monitoring activities are informal and this has led to some inconsistencies in approaches to teaching and planning.

The school development plan contains clear success criteria against which the school can evaluate progress. Its implementation is generally having a positive impact on provision and standards in the school. The school has appropriately addressed all ten recommendations from the previous report.

All staff are well supported in their professional development. Learning support staff have benefited particularly from specific literacy training enabling them to deliver the programme very effectively to groups of pupils. This has led to improvements in pupils' reading and speaking skills. Foundation Phase staff work well with other local schools to share good practice. The school is in the early stages of developing a professional learning community.

### **Partnership working: Good**

Through very effective partnership working the headteacher has gained the support, confidence and respect of all members of the school's community. Parents and carers are extremely positive about all aspects of the school's work.

The wide range of partnerships, such as working with the local army base, local businesses and the Royal National Lifeboat Institution, help to enrich and support pupils' learning and wellbeing.

The school has strong links with both secondary schools that pupils transfer to at 11 years of age. It is an active member of both families of schools and involved in joint planning and curriculum developments, shared sports and cultural events and a good range of transition activities.

### **Resource management: Good**

The school manages its budget well with spending decisions appropriately linked to priorities for improvement. Leaders have accessed a good range of funding sources in order to significantly improve the school's standards of accommodation.

There are a sufficient number of qualified teachers and support staff and these are deployed effectively. The school generally meets the needs of teaching staff through performance management procedures. However, there are no formal appraisal or performance management systems for support staff. Most teachers use their planning, preparation and assessment sessions effectively. On occasions, teachers do not use the joint planning opportunity well enough to share planning objectives when preparing lessons for mixed age classes.

The school ensures that all pupils have appropriate learning resources that are matched well to learning needs.

In view of the good outcomes achieved by most of the pupils and the effective leadership and management, the school overall provides good value for money.

## Appendix 1

### Stakeholder satisfaction report

#### Learner questionnaire responses

Seventy pupils in key stage 2 completed the questionnaire. Their responses are overwhelmingly positive in relation to nearly all of the questions. All feel safe at the school and nearly all feel that they are doing well at school and that the school teaches them about how to keep healthy and provides opportunities for regular exercise. Nearly all feel that the school deals well with bullying and know whom to talk to if they are feeling upset. Likewise, nearly all feel that pupils behave well at lunchtime and in class and do not hinder opportunities to learn. Nearly all feel that the teachers help them to make progress and believe that they have enough equipment and resources to do their work. Most pupils believe that the homework helps them to understand and improve their school work.

The pupil responses are broadly in line with the average responses of pupils in other schools.

#### Parent questionnaire responses

Sixty-seven parents/carers completed the questionnaire. All agree or strongly agree that they are satisfied with the school and that their child likes the school. All agree or strongly agree that the teaching is good, that pupils behave well at the school and that their child settled well at the school when he or she started. Also, all agree or strongly agree that the school is well led, that the school prepares their child well to move on to the next stage in their education and that their child is safe at the school.

Nearly all agree or strongly agree that the school provides a good range of trips and activities, that they are comfortable to approach the school with suggestions or complaints and that they are aware of the school's complaints procedures. Nearly all agree or strongly agree that they are well informed about their child's progress and that their child receives appropriate additional support when required.

Nearly all believe that the homework builds well on what their child has learnt at the school.

The parental responses to the questionnaire compare very favourably with the average responses of parents in other schools. The percentage of parents who 'strongly agree' with most of the statements is significantly higher at the school.

## Appendix 2

### The inspection team

Clive Phillips HMI	Reporting Inspector
Liz Miles HMI	Team Inspector
Julie Price	Lay Inspector
Susan Davies	Peer Inspector
Heidi Brenton	School Nominee

## Copies of the report

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## 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