

**A report on**  
**Templeton C.P. School**

**School Road  
Templeton  
Narberth  
Pembrokeshire  
SA67 8RS**

**Date of inspection: March 2025**

**by**

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

## About Templeton C.P. School

Name of provider	Templeton C.P. School
Local authority	Pembrokeshire County Council
Language of the provider	English
School category according to Welsh-medium provision	
Type of school	Primary
Religious character	
Number of pupils on roll	118
Pupils of statutory school age	100
Number in nursery classes	5
Percentage of pupils eligible for free school meals over a three-year average (The national percentage of pupils eligible for free school meals over a three-year average in Primary is 22.9%)	3.6%
Percentage of pupils identified as having additional learning needs (a) (The national percentage of pupils identified as having an additional learning need in Primary is 11.1%)	22.0%
Percentage of pupils who speak Welsh at home	5.0%
Percentage of pupils with English as an additional language	*
Date of headteacher appointment	01/09/2014
Date of previous Estyn inspection (if applicable)	04/12/2017
Start date of inspection	17/03/2025

Data reported is sourced from the latest available Pupil Level Annual School Census. These figures may be slightly different to those observed during the inspection.

Further information is available from the Welsh Government My Local School website:  
[mylocalschool.gov.wales](https://mylocalschool.gov.wales)

- a. The term ‘additional learning needs’ is being used to describe those pupils on the SEN/ALN register of the school.

## Summary

Templeton Primary School is part of a well-established federation with nearby Tavernspite Primary School. Both schools share a headteacher, deputy headteacher and governing body. Together, leaders, staff and governors work purposefully to establish high levels of consistency and success across the federation's common approach to curriculum, teaching and learning.

Across the federation, leaders have established a notable shared culture of pride, aspiration and community. Leaders successfully prioritise the well-being, individual needs and future goals of both pupils and staff. As such, pupils and staff approach school life with notable enthusiasm, confidence and energy. Teaching is strong, care and support are thoughtful, and pupils make valuable progress during their time in school. Staff at the school make effective use of Templeton's sizeable grounds, the local area and the local community to enrich pupils' learning experiences and to support pupils to develop a beneficial range of life skills.

Throughout the school, pupils behave extremely well. They display kindness, politeness and respect in their daily interactions and frequently help each other to succeed. They enjoy their learning, making particularly impressive progress in the development of their literacy, digital and Welsh skills. Leaders pay close attention to the development of classroom practice, and recent high-quality initiatives have led to significant and sustained improvements in these areas. Overall, pupils develop their mathematics and thinking skills capably as they move through the school. They develop strong skills in these areas and become confident and able in solving given problems. However, teachers do not give pupils enough opportunities to develop and apply these skills independently and in real life contexts.

Leaders and staff know the school well. With the active support of the governing body, they accurately identify what the school does effectively and what it needs to do to improve. Recently, this has helped the school to begin to develop a shared understanding of progression in pupils' learning across its curriculum. Provision for pupils with additional learning needs (ALN) is a strong feature of the school's work and forms an integral part of the school's impressive and inclusive ethos.

## Recommendations

We have made one recommendation to help the school continue to improve:

R1. Develop a wider range of teaching approaches that allow pupils more opportunities to develop and strengthen their independent learning and thinking skills

## What happens next

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

## Main evaluation

Leaders' vision for the federation of Templeton and Tavernspite Primary Schools is bold, thoughtful and aspirational. This vision drives a highly effective collaboration that has a significantly positive impact on the lives of pupils, staff and parents of both schools.

At Templeton Primary School, leaders and staff place a strong and well-focused emphasis on developing pupils' physical and emotional well-being. They successfully promote a tangible sense of belonging, ensuring that pupils feel safe, valued and supported, both in their learning and their well-being. Across the school, staff are thoughtful and caring and develop strong relationships with pupils that are supportive and mutually respectful.

Nearly all pupils' behaviour is consistently excellent. They show great care, respect and empathy towards their peers, staff and visitors. They contribute actively and purposefully to school life, feeling valued in the school's decision-making processes. Teachers and support staff create a highly inclusive learning environment where nearly all pupils, including those with additional learning needs (ALN), feel safe and secure and participate in lessons and activities with high levels of confidence. Across the school, pupils display extremely positive attitudes towards their learning and school life in general.

Most pupils start school with sound literacy, numeracy and social skills. As they move through the school, most pupils, including those with ALN, make strong progress, or better, from their starting points.

### **Spotlight 1 - The development of pupils' literacy skills**

A strength of the school is the impressive extent to which pupils develop their literacy skills. From an early age, nearly all pupils make swift progress, developing early confidence in reading and speaking especially. As they move through the school, they develop an extensive vocabulary, which they use to excellent effect in their writing and oracy work. When looking at texts, they infer meaning with ease and have a comprehensive understanding of the purposes and benefits of reading well. Overall, pupils apply their strong literacy skills successfully in a wide range of topics and contexts, across all areas of the curriculum.

Nearly all pupils develop strong mathematical skills. Staff provide numerous interesting and worthwhile opportunities that help pupils of all ages to develop their problem-solving skills effectively during mathematics lessons. Pupils have beneficial opportunities to apply their mathematical skills in science lessons to record data, create graphs and analyse results. There are fewer opportunities though for pupils to use and apply their wide range of mathematical skills in real life contexts.

Most pupils develop an extensive range of digital skills and use a wide variety of programmes confidently. By the time they leave the school, they develop excellent coding skills. Older pupils create, test, debug and refine algorithms ably and apply their knowledge skilfully in an interesting range of meaningful contexts. Most pupils develop strong and effective Welsh skills and use the language confidently both in and beyond the classroom. As they move through the school, they develop their responses to questions capably, using full sentences, appropriate connectives and good pronunciation to impressive effect.

The school has taken a well-considered and successful approach to the development of its curriculum. Staff take sensible account of the views of pupils to inform their curriculum planning. Pupils appreciate this and feel that staff listen to, and act upon, their suggestions and ideas. Staff have regular and beneficial opportunities to work with colleagues from Tavernspite to plan and develop the curriculum and this helps to establish highly consistent approaches across the federation.

The curriculum provides beneficial opportunities for pupils to engage in a wide range of exciting experiences across all areas of learning. Staff make valuable use of the school's extensive grounds and the many amenities in the local area to enrich pupils' learning experiences. The curriculum successfully supports pupils to develop a deeper understanding of fairness, relationships and the importance of respecting different religions, cultures and beliefs.

Teachers have high expectations for pupils' learning. Lessons move at a good pace, and most teachers ably provide precise challenge and support. Teachers use highly effective questioning skilfully to deepen and extend pupils' learning. This is a strong feature of practice across the school. There is a notably consistent approach to teaching throughout the school that helps pupils to know exactly what staff expect of them and what steps they need to take next in their learning. However, too frequently teaching is over-directed, and this limits opportunities for pupils to fully develop their independent learning and thinking skills.

Senior leaders have successfully developed a highly beneficial culture and inclusive ethos across the school. They provide purposeful strategic direction for the school's work and actively demonstrate high levels of professional pride and conduct. They model effective leadership impressively and exhibit and communicate high expectations for staff, pupils and themselves.

Leaders know the school well. They are proactive, inclusive and robust in their approach to self-evaluation, giving all members of the school community the chance to contribute. Governors provide the school with determined support. They are proud of the role that they play and actively engage in school life. They develop a valuable first-hand understanding of the school's work through joining a good range of monitoring activities with staff. Senior leaders have established effective systems for monitoring pupil progress and are beginning to work collaboratively with staff to develop a shared understanding of progression.

### **Spotlight 2 - A strong and effective culture of impactful professional learning**

The school has established a creative and comprehensive approach to the planning and delivery of valuable professional learning. Leaders make highly effective use of the wide-ranging skills of staff from across the federation to provide regular high-quality input, coaching and training. This helps to develop both the leadership skills of those delivering the programmes and the skills and confidence of those participating. Recently, this had led to improved provision and accelerated progress in the development of pupils' digital and Welsh language skills.

Leaders have a strong commitment to supporting and enhancing the well-being of staff. They consider the individual circumstances of staff well and provide strong and empathetic leadership that supports staff well-being effectively. As such, nearly all staff express satisfaction in their roles and in the extent to which leaders value their health and well-being.

Leadership of ALN is strong. It impacts positively within the school and is used to support practice in other partner schools. Leaders plan carefully targeted intervention programmes and additional adult support. These are well-delivered and effective overall. Support for pupils adversely affected by poverty is thoughtful, with ongoing assessment used well to identify opportunities to provide additional resources or advice.

The school has a well embedded and effective culture of safeguarding pupils. There is a positive anti-bullying culture at the school, and pupils know who to turn to should anything worry them. From an early age, pupils speak confidently about the importance of staying safe online. The school has comprehensive, robust and successful procedures that ensure strong levels of attendance.

### **Additional information**

The school's arrangements for safeguarding pupils do not give any cause for concern

The school's arrangements for site management do not give any cause for concern

The school has appropriate arrangements for promoting healthy eating and drinking

Leaders and governors manage the school's finances appropriately, including the use of the pupil development grant.

## **Evidence base of the report**

Before an inspection, inspectors:

- analyse the outcomes from the parent/carers and pupil questionnaires and consider the views of teachers and the governing body through their questionnaire responses

During an inspection, inspectors normally:

- hold a meeting with parents/carers to hear their views on the school and its effectiveness
- meet the headteacher, governors, senior and middle leaders (where appropriate) and individual teachers to evaluate the impact of the school's work
- meet pupils to discuss their work, to listen to them read and to gain their views about various aspects of their school
- meet groups of pupils in leadership roles, such as representatives from the school council and eco-committee
- visit a broad sample of classes, including learning support groups and undertake a variety of learning walks to observe pupils learning and to see staff teaching in a range of settings, including classrooms, support groups and in outdoor areas
- where appropriate, visit the specialist resource base within the school to see pupils' learning
- observe and speak to pupils at lunch and break times and at a sample of after-school clubs, where appropriate
- attend assemblies and daily acts of collective worship
- look closely at the school's self-evaluation processes
- consider the school's improvement plan and look at evidence to show how well the school has taken forward planned improvements
- scrutinise a range of school documents, including information on pupil assessment and progress, records of meetings of staff and the governing body, information on pupils' well-being, including the safeguarding of pupils, and records of staff training and professional development

After the on-site inspection and before the publication of the report, Estyn:

- review the findings of the inspection alongside the supporting evidence from the inspection team in order to validate, moderate and ensure the quality of the inspection

## Appendix 1: Numbers – quantities and proportions

The report makes references to different quantities and proportions e.g. '*most pupils...*' or '*very few pupils...*'. We use these terms to describe quantities and proportions as outlined in the table below:

nearly all =	with very few exceptions
most =	90% or more
many =	70% or more
a majority =	over 60%
half =	50%
around half =	close to 50%
a minority =	below 40%
few =	below 20%
very few =	less than 10%

## 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))

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 publication. Any enquiries or comments regarding this document/publication should be addressed to:

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