

**A report on**

**Pembrey C.P. School**

**Ashburnham Road  
Penbre  
Carmarthenshire  
Carmarthenshire  
SA16 0TP**

**Date of inspection: May 2025**

**by**

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

## About Pembrey C.P. School

Name of provider	Pembrey C.P. School
Local authority	Carmarthenshire 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	211
Pupils of statutory school age	168
Number in nursery classes	24
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%)	22.9%
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%)	7.1%
Percentage of pupils who speak Welsh at home	*
Percentage of pupils with English as an additional language	0.0%
Date of headteacher appointment	02/09/2024
Date of previous Estyn inspection (if applicable)	15/01/2018
Start date of inspection	13/05/2025

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

Pembrey Primary is a happy, caring and nurturing school. The headteacher's vision underpins the school's inclusive culture and ethos. All staff act as positive role models and create a highly effective learning environment. They foster respectful working relationships with pupils and each other, and pupils develop excellent attitudes towards their learning. The school uses outdoor learning to ensure that all pupils engage well. This is a highly effective strategy to reduce any existing barriers to learning. Leaders and staff have high expectations for pupils' behaviour. Nearly all pupils behave extremely well and are polite and supportive of each other. Most pupils feel safe in school.

The school develops strong relationships with members of its community. Parents appreciate the caring and nurturing ethos and the engaging learning experiences the school provides. Leaders, staff and governors secure good attendance and promote a strong culture of safeguarding. Governors are an integral part of the school community and offer highly effective support. Leaders and governors have developed effective self-evaluation processes to improve teaching and the school's curriculum. The school benefits from involving pupils and parents in the school's improvement journey.

Teachers plan a range of interesting, real-life learning opportunities that capture pupils' imagination, engages them in their learning and helps to develop their knowledge, understanding and skills across the curriculum. Nearly all pupils, including those from low-income households, make effective progress in their learning. Teaching assistants are highly skilled at meeting pupils' individual learning and well-being needs. They support pupils with additional learning needs (ALN) effectively to make good progress towards their specific targets. However, on occasion, teachers over-direct learning and, in these instances, pupils do not develop their independent thinking and problem-solving skills well enough.

Leaders have successfully focused on developing the Welsh language. Across the school, staff model Welsh exceptionally well, immersing pupils in the language during appropriate lessons. As pupils move through the school, they develop well as Welsh speakers.

## **Recommendations**

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

- R1. Enable pupils to develop independent thinking and problem-solving skills during learning experiences

## **What happens next**

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

## Main evaluation

Leaders, governors and staff at Pembrey Primary school share a clear and successful vision to develop pupils as resilient and ambitious citizens. They create an inclusive learning environment that supports pupils' well-being effectively and enables them to make at least good progress in most aspects of their learning. Parents appreciate the school's caring, nurturing approach and feel that their children thrive. Leaders, staff and governors promote a strong culture of safeguarding, and the school's rigorous and relentless approach to ensuring that good attendance has contributed beneficially to improved rates over time. All staff have high expectations for pupils' behaviour. As a result, nearly all pupils are considerate, courteous and supportive of each other and most feel safe in school.

Governors are an integral part of the school community and offer effective support. They develop a deep understanding of the needs of the school using the first-hand information gathered during monitoring. Leaders and governors analyse information from monitoring activities purposefully to inform the school's improvement priorities and to evaluate progress towards their goals.

The headteacher and all staff act as positive role models and create a highly effective, nurturing and inclusive environment. They foster effective and respectful working relationships with pupils and each other, and pupils develop excellent attitudes towards their learning.

### **Spotlight 1: The innovative use of outdoor learning to improve attitudes to learning**

The school has effective approaches in place to equip pupils with emotional resilience. The school uses outdoor learning successfully to support disengaged pupils to develop positive attitudes to learning and improve their learning outcomes. Through increased opportunities for individual pupils to learn outdoors and by creating links between the learning outdoors and in the learning in the classroom, teachers successfully re-engage pupils in their learning.

The school provides every pupil with the opportunity to take on a leadership role through the school's leadership groups. The groups meet regularly and support pupils to develop important life skills. However, when teachers lead on initiatives, they prevent pupils from independently influencing the life and work of the school.

During their time in the school, most pupils, including those from low-income households, make good progress in their learning and a few make excellent progress. Teaching

assistants work effectively to meet the individual needs of pupils, including those with additional learning needs (ALN), who make good progress towards their specific targets.

Teachers and learning support assistants use intervention and questioning effectively to clarify and extend pupils' understanding and move their learning on. Teachers provide pupils with worthwhile verbal and written feedback, which pupils use to improve their learning. Pupils use success criteria effectively to complete and evaluate their work. They review their learning to identify what they have learnt, what they have done well and what they would do differently next time.

Teachers plan a wide range of authentic and engaging topics and learning activities across all areas of learning and experience. These experiences ensure that pupils develop a wide range of skills including their physical and creative skills. They include many opportunities for pupils to develop and apply their knowledge, understanding and skills in the classroom and outdoors. Lessons capture pupils' imagination, motivate them to learn and help to develop them well as enthusiastic learners who show determination to succeed. However, on occasion teachers over-direct learning. In these instances, pupils do not develop their independent thinking and problem-solving skills sufficiently.

Teachers use the locality well to provide meaningful opportunities for them to learn about the culture and heritage of Wales. They make worthwhile use of the locality including the coast and country park to enhance pupils' learning and give them a sense of belonging. The school makes valuable use of community links to enrich the curriculum and support pupils' personal development. For example, visits from a marine biologist, an engineer and a local entrepreneur raise pupils' aspirations. The school successfully develops pupils as responsible and ethical citizens and supports their spirituality through curricular experiences and assemblies, which provide pupils with valuable opportunities to reflect upon the school's values.

Nearly all pupils develop confident speaking and listening skills. The oldest pupils extend each other's ideas thoughtfully and a few pupils confidently and articulately present their ideas. The school places a high priority on developing pupils as effective readers with a love of reading. As pupils progress through the school, they develop their writing skills effectively. By the time pupils are in Year 6, they write for a wide range of purposes, selecting vocabulary and constructing sentences for effect.

Generally, teachers demonstrate sound mathematical subject knowledge and plan relevant activities that meet the needs of pupils well. Overall, pupils develop as competent mathematicians and demonstrate proficiency. Teachers provide a range of worthwhile and purposeful opportunities for pupils to use digital technology. Most pupils develop a wide range of digital skills appropriately as an integral part of their learning.

Most pupils show pride in the Welsh language and culture. Across the school, staff model Welsh exceptionally well. As pupils move across the school, they develop well as Welsh speakers. The oldest pupils extend their answers and use past, present and future tenses suitably when answering questions.

### **Spotlight 2: Developing the Welsh language through immersion**

Teachers deliver many lessons bilingually or through instructions given in Welsh. Across the school, pupils are immersed in the language in appropriate lessons. This develops pupils' understanding of, and enthusiasm towards, the language, which they frequently hear being used naturally and they acquire language skills from an early age.

### **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:

Publications Section

Estyn

Anchor Court, Keen Road

Cardiff

CF24 5JW or by email to [publications@estyn.gov.wales](mailto:publications@estyn.gov.wales)

This and other Estyn publications are available on our website: [www.estyn.gov.wales](http://www.estyn.gov.wales)