

**Inspection under Section 28 of the  
Education Act 2005**

**A Report on the Quality of Education in**

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

**School Number: 6792228**

**Date of Inspection: 01/06/09**

**by**

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Pembroke Primary School was inspected as part of a national programme of school inspection. The purpose of inspection is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents information about the performance of their child's school.

The inspection of Pembroke Primary School took place between 01/06/09 and 04/06/09. An independent team of inspectors, led by Stephanie James, undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral, social and cultural development.

The five-point scale used to represent all inspection judgements in this report is as follows:

<b>Grade 1</b>	good with outstanding features
<b>Grade 2</b>	good features and no important shortcomings
<b>Grade 3</b>	good features outweigh shortcomings
<b>Grade 4</b>	some good features, but shortcomings in important areas
<b>Grade 5</b>	many important shortcomings

There are three types of inspection.

For **all** inspections, there is a written report on seven key questions.

For **short** inspections, there are no subject reports.

For **standard** inspections, there are also reports on six subjects.

For **full** inspections, there are also reports on all subjects.

**Estyn decides the kind of inspection that a school receives, mainly on the basis of its past performance. Most schools receive a standard inspection. All nursery schools, special schools, pupil referral units and any new or amalgamated schools receive a full inspection.**

This school received a **standard** inspection.

## 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 5 during the academic year. Year 1 refers to the year group of pupils who reach the age of 6 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 National Curriculum covers four key stages as follows:

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

## Explanation of words and phrases used in the report

<b>Nearly all</b>	with very few exceptions
<b>Most</b>	90% or more
<b>Many</b>	70% or more
<b>A majority</b>	over 60%
<b>Half/around half</b>	close to 50%
<b>A minority</b>	below 40%
<b>Few</b>	below 20%
<b>Very few</b>	less than 10%

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## Context

### The nature of the provider

1. Pembroke Primary School is situated south of Chepstow, close to the English border, in a mixed neighbourhood that includes a 'Community First' area. It has recently been completely remodelled and rebuilt under Monmouthshire Local Authority's Strategic Review of Schools. In September 2007, the school was restructured from a primary school with a capacity for 420 pupils plus a nursery and infant assessment unit for 52 children, to a primary school for 210 pupils plus a nursery with 60 part-time places.
2. Over the past eighteen months, staff and pupils have been involved in three major moves to accommodate the demolition and building work on the school's site. Since September 2008, staff and pupils have been working in the remodelled building. A new 20 place Additional Learning Centre (ALC) for pupils with moderate to severe learning difficulties that serves as specialist provision for the south of Monmouthshire has also been established. It started accepting pupils in November 2008 and is still developing towards its full capacity.
3. The school caters for pupils aged three to eleven years and currently has the equivalent of 224.5 pupils on roll, including nine in the ALC and the full-time equivalent of 28.5 children in the nursery. Children are offered a part-time, morning or afternoon, place in the nursery usually in the term after their third birthday. Children are admitted to the reception class in the September following their fourth birthday. Most of them have previously attended the nursery. The school reports that children's attainment on entry varies considerably from year to year, but is generally below average according to baseline assessments. Nearly all pupils are of White ethnic origin and have English as their first language. No pupil speaks Welsh as their first language.
4. Thirteen per cent of pupils are entitled to free schools meals, which is below the Wales average of around 17 per cent, but above the Monmouthshire average of about 10 per cent. Seventeen per cent of pupils are on the register of special educational needs (SEN). This is close to the national average of approximately 20 per cent. Sixteen pupils have statements of SEN, which is much higher than the national average.
5. There are eight classes in the school, including the nursery, plus two classes in the ALC, one for key stage 1 pupils and one for key stage 2. The headteacher was appointed in September 2007 but was taken ill and in hospital just three weeks before the inspection. The deputy headteacher, who took up her post in April 2008, was acting headteacher during the inspection. Her year 5 class was being taught by a final year student therefore no formal lesson observations were made of this class. In addition, the teacher of the mixed year 1/2 class was involved in an accident shortly before the inspection and his class was also being covered by a supply teacher.

6. The school was awarded the Basic Skills Quality Mark Award in July 2007. It has also achieved the Healthy Schools Award Phase 3 and the Eco Schools Silver Award. The school was last inspected in June 2003.

### **The school's priorities and targets**

7. The school's mission statement is: 'Happy and secure, learning together' – 'Hapus, diogel gweithio efo'n gilydd'. Its main aims are to:
- create an environment based on tolerance, care and thought for others;
  - encourage meaningful links with other schools and the community to foster the concept of citizenship and participation; and
  - create an atmosphere conducive to happy and effective learning and through this offers a curriculum incorporating the National Curriculum.
8. Key priorities in its current (2008/2009) School Improvement Plan (SIP) are to:
- develop the school grounds to improve the outdoor environment and outdoor learning;
  - develop assessment for learning across all phases;
  - implement the key stage 2 skills-based Curriculum 2008, concentrating on the core subjects; and
  - implement the new staffing structure.
9. Additional areas for improvement include:
- continue to develop self-evaluation for school improvement;
  - continue with Healthy Schools activities and Eco Schools Green Flag award;
  - continue with 'Team Teach' training for staff;
  - continue to implement Chepstow Schools' Transition Plan;
  - successfully implement continuing professional development on-line;
  - complete revision of long-term and medium-term planning for core subjects to ensure compliance with the new skills-based curriculum for 2008;
  - continue to improve governor participation in school life;
  - improve governor knowledge of the school, especially the new SIP; and
  - gain the Information and Communications Technology (BECTA) award.

## Summary

10. Following a period of great turmoil and uncertainty, Pembroke Primary School is providing a good quality of education for its pupils. In their new building, with the help of the clear, positive leadership given by the headteacher and his deputy, together with the commitment of the staff, many improvements are evident and pupils' standards of achievement are rising. The school has a very accurate view of its strengths and areas for development. The grades it gave to each key question in its self-evaluation report exactly match those awarded by the inspection team.

### Table of grades awarded

	Key Question	Inspection Grade
1	How well do learners achieve?	3
2	How effective are teaching, training and assessment?	2
3	How well do the learning experiences meet the needs and interests of learners and the wider community?	2
4	How well are learners cared for, guided and supported?	2
5	How effective are leadership and strategic management?	2
6	How well do leaders and managers evaluate and improve quality and standards?	2
7	How efficient are leaders and managers in using resources?	2

### Standards

11. In the lessons observed during the inspection, standards were judged as follows:

#### Grades for standards in lessons in subjects and areas of learning inspected

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
10.5%	73.7%	15.8%	0%	0%

12. The percentage of lessons achieving grade 2 or above is in line with the national picture described by Her Majesty's Chief Inspector in his most recent report. In 2007-2008, standards in 84 per cent of lessons in primary schools inspected in Wales achieved a grade 2 or better, with 12 per cent of them having outstanding features (grade 1).
13. Overall, good features outweigh shortcomings in the standards pupils achieve in their knowledge, understanding and skills and many pupils succeed in attaining agreed learning goals. Girls have generally outperformed boys in all subjects, but the gap in their relative performance by the end of key stage 2 is beginning to close.

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14. Pupils with special educational needs (SEN) in the mainstream school make good, and often very good progress according to their needs and levels of ability. Pupils with profound needs in the key stage 2 Additional Learning Centre (ALC) class also make good progress. Pupils with complex physical and significant learning needs in the key stage 1 ALC class make insufficient progress over time towards targets in their individual education plans (IEPs).
15. The standards achieved by more able pupils are improving in key stage 1 and also in mathematics by the end of key stage 2. They are not achieving as well in English as they are in mathematics.
16. The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the Foundation Phase outcomes. Provision for the under-fives is a strength of the school. They make outstanding progress in many aspects of their work.

Standards in the seven areas of learning for children under five are as follows:

<b>Areas of learning for under-fives</b>	<b>Grade</b>
Personal and social development, well-being and cultural diversity	1
Language, literacy and communication skills	2
Mathematical development	2
Welsh language development	1
Knowledge and understanding of the world	1
Physical development	1
Creative development	1

Standards in the subjects inspected in key stages 1 and 2 are as follows:

<b>Grades for subjects inspected</b>	<b>Key Stage 1</b>	<b>Key Stage 2</b>
English	2	3
Mathematics	2	2
History	2	2
Art and design	3	3
Physical education	2	2

17. Pupils' overall performance in National Curriculum (NC) assessments at the end of key stage 1 has been consistently below average in recent years. However, standards are rapidly improving so that most pupils are now achieving well in the three core subjects of English, mathematics and science.
18. In 2008 at the end of key stage 2, pupils' results were slightly above the national average in mathematics, similar in science but below national results in English. However, these results include a high proportion of pupils with statements of SEN.
19. Children under five and pupils of all abilities in key stages 1 and 2 make good progress in using their communication, numeracy and information and communications technology (ICT) skills in their work across the curriculum.
20. Children under five make good progress in using Welsh in their activities in all areas of learning. In key stages 1 and 2, most pupils make inconsistent

progress in applying their bilingual competence throughout the day and in all subjects.

21. Throughout the school, pupils' personal, spiritual, moral, social and cultural development is good. They are well behaved and have good attitudes to their work.

### **The quality of education and training**

22. The quality of teaching was judged as follows:

#### **Grades for teaching**

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
16.6%	66.7%	16.6%	0%	0%

23. The quality of teaching is in line with the national picture. In 2007-2008, 83 per cent of the quality of teaching in lessons in primary schools inspected in Wales achieved a grade 2 or better, with 16 per cent of them having outstanding features (grade 1).
24. Most of the lessons awarded a grade 1 were in the early years classes. Throughout the school, pupils and teachers enjoy good working relationships and there is a positive atmosphere in every classroom. Good features in many lessons include the use of a wide range of teaching strategies and a variety of resources that engage and sustain pupils' interest. The expertise of teaching assistants is used very effectively to support and extend pupils' learning. The provision of homework is also good with outstanding features. Where there are shortcomings in the quality of teaching, lessons lack clarity of purpose.
25. Assessment and reporting procedures have good features that outweigh shortcomings. Tasks are usually modified effectively, but there is a lack of precise focus, in line with their statement of need, in activities for a minority of pupils with statements of SEN. Expectations and the level of challenge in tasks for more able and talented pupils are not consistently high enough.
26. Overall, the range of learning experiences provided effectively meets the needs and interests of most learners. The school provides a broad, balanced and interesting curriculum that enables pupils to build on what they know and can do.
27. Arrangements for managing the care and support of pupils and ensuring their well-being are good with no important shortcomings. This is a caring school where all pupils are treated kindly and fairly.
28. The quality of the provision for the academic development of most pupils with additional learning needs is good. Links with outside agencies are usually very effective in supporting pupils with specific needs. In both classes in the ALC, pupils receive exceptional care and support for their personal, social and health needs from a compassionate, caring team of staff.
29. Throughout the school, all members of the teaching, support and administrative staff, have recently undertaken up-to-date child protection training and are aware of procedures for safeguarding pupils.

30. There are good policies and practices to promote equal opportunities, including race and gender equality. The inclusion of pupils from the key stage 2 ALC in many aspects of the life of the school is another strength of its provision.

### **Leadership and management**

31. The headteacher gives a firm sense of direction and great personal commitment to the school. He has established very clear, well-organised policies and procedures that are understood by all members of staff. The very close and effective working partnership between the headteacher and his deputy is an important factor in the successful leadership and strategic management of the school. The deputy headteacher was therefore able to assume the role of acting headteacher extremely well when the headteacher was taken ill just before the inspection. As a result, the school continues to run smoothly during the headteacher's absence.
32. New initiatives are having a noticeable, positive impact on pupils' standards of achievement but need more time to embed fully throughout the school in all subjects and areas of its provision. There is not a clear enough sense of direction in the leadership and management of the key stage 1 class in the ALC.
33. The governing body takes an active, well informed role in monitoring the school's progress and helping to set its strategic direction. They ensure that money is well spent on areas of greatest priority. Standards are generally good and improving because of the actions the school has taken. It therefore provides value for money. Good progress has been made in addressing the key issues for improvement identified during the last inspection.

### **Recommendations**

- R1** Continue to focus on raising the attainment of more able pupils, particularly in English.
- R2** Raise standards of bilingualism in key stages 1 and 2.
- R3** Improve the quality of leadership and management in the key stage 1 class of the Additional Learning Centre.
- R4** Continue to develop procedures for assessing and reporting pupils' progress and achievements.\*

*\* The school has already identified this recommendation as a priority for development in its current School Improvement Plan*

The governing body is responsible for amending its current development plan to incorporate action in response to the recommendations within 45 working days of receiving the report, showing what the school is going to do about the recommendations. This plan, or a summary of it, will be circulated to all parents at the school.

## Standards

### Key Question 1: How well do learners achieve?

#### Grade 3: Good features outweigh shortcomings

34. The inspection team's findings match the judgement made by the school in its self-evaluation report.
35. Overall, good features outweigh shortcomings in the standards pupils achieve in their knowledge, understanding and skills and many pupils succeed in attaining agreed learning goals.
36. In the lessons observed during the inspection, standards were judged as follows:

#### Grades for standards in lessons in subjects and areas of learning inspected

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
10.5%	73.7%	15.8%	0%	0%

37. The percentage of lessons achieving grade 2 or above is in line with the national picture described by Her Majesty's Chief Inspector in his most recent report. In 2007-2008, standards in 84 per cent of lessons in primary schools inspected in Wales achieved a grade 2 or better, with 12 per cent of them having outstanding features (grade 1).
38. Pupils with special educational needs (SEN) in the mainstream school make good, and often very good, progress according to their needs and level of ability. Many of them are taken off the SEN register because of the progress they have made. Pupils with profound needs in the key stage 2 Additional Learning Centre (ALC) class make good progress relative to their needs. Pupils with complex physical and significant learning needs in the key stage 1 ALC class make insufficient progress over time towards targets in their individual education plans (IEPs).
39. The standards attained by more able pupils are rapidly improving in key stage 1 and also in mathematics by the end of key stage 2. They are not achieving as well in English as they are in mathematics.
40. The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the Foundation Phase outcomes. Standards in the seven areas of learning for children under five are as follows:

Areas of learning for under-fives	Grade
Personal and social development, well-being and cultural diversity	1
Language, literacy and communication skills	2
Mathematical development	2
Welsh language development	1
Knowledge and understanding of the world	1
Physical development	1
Creative development	1

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41. Overall standards in subjects inspected in key stages 1 and 2 are:

<b>Grades for subjects inspected</b>	<b>Key Stage 1</b>	<b>Key Stage 2</b>
English	2	3
Mathematics	2	2
History	2	2
Art and design	3	3
Physical education	2	2

42. Children under five and pupils of all abilities in key stages 1 and 2 make good progress and achieve good standards in their communication, numeracy and information and communication technology (ICT) skills.
43. In most classes, pupils of all abilities benefit from many opportunities to discuss and share ideas, simultaneously increasing their confidence in speaking and their understanding of the lesson content.
44. Children under five and pupils in key stage 1 use their developing literacy and numeracy skills well in their role play activities in areas such as the class 'travel agent'. In key stage 2, most pupils demonstrate growing independence in using their reading skills to find out information. They effectively adopt different styles and forms of writing in a range of subjects both in class topics and individual project books.
45. Throughout the school, most pupils apply their numeracy skills effectively in a range of situations that help them cope with the mathematical demands of everyday life. They also make good progress in using a wide range of ICT tools and information sources effectively to support their learning across the curriculum.
46. Children under five make good progress in using Welsh in their activities across all areas of learning. In key stages 1 and 2, most pupils make inconsistent progress in applying their bilingual competence throughout the day and in all subjects because opportunities for them to do so are variable.
47. Comparisons of pupils' attainment in National Curriculum (NC) assessments with national and local authority averages need to be treated with caution because of the high number of pupils with SEN, particularly those with statements of special educational need, in the school. Although most pupils with SEN achieve well in relation to their abilities, the performance of this group of pupils disproportionately affects the overall percentage of pupils attaining expected levels in the three core subjects of English, mathematics and science.
48. Bearing in mind these reservations, in the 2008 NC teachers' assessments at the end of key stage 1, 80 per cent of pupils attained the expected level 2 or better in English, which was two per cent below the national average. Sixty-four per cent of pupils attained level 2 or above in mathematics, which was 23 per cent below average. Sixty-four per cent of pupils attained level 2 or better in science, which was 26 per cent below the national figure.

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49. Overall, 56 per cent of pupils gained level 2 in all three core subjects (the Core Subject Indicator, or CSI) compared with 81 per cent nationally and 86 per cent in Monmouthshire. If the results of pupils with statements of SEN are excluded from the analysis, 65 per cent of pupils attained the CSI, which is still well below average. As in the previous three years, girls outperformed boys in all three core subjects.
50. Trends in the number of pupils attaining the CSI in key stage 1 fluctuate from year to year according to the number of pupils who have statements of SEN. Over the last three years, in comparison with similar schools (those with 8 to 16 per cent of pupils eligible for free school meals), pupils' performances at the end of key stage 1 have been consistently below average. However, standards are improving rapidly in key stage 1. Evidence from the inspection and provisional results of this year's end of key stage 1 National Curriculum (NC) assessments show a marked rise in the number of pupils attaining level 2 in all subjects.
51. The percentage of pupils attaining the higher level 3 at the end of key stage 1 in NC assessments in 2008 was well below national levels in all three core subjects. Over the last three years, trends in the performance of pupils attaining level 3 have been consistently below average. Provisional results of this year's end of key stage 1 assessments indicate a significant improvement in the performance of more able pupils in mathematics and science. More able pupils' performance in English has also improved, but not to the same marked extent as in mathematics and science.
52. In the 2008 NC teachers' assessments at the end of key stage 2, 69 per cent of pupils attained the expected level 4 or better in English, which was below the national average. Eighty-four per cent of pupils attained level 4 or better in mathematics, which was slightly above the national average. Eighty-seven per cent of pupils attained level 4 or better in science, which was similar to the national figure.
53. Overall, 69 per cent of pupils in key stage 2 gained the CSI (at least level 4 in all three core subjects) compared with 76 per cent nationally and 79 per cent in Monmouthshire. In comparison with similar schools, their performance was in the bottom 25 per cent. If the results of pupils with statements of SEN are excluded from the analysis, the proportion of pupils attaining at least level 4 in mathematics and science was comfortably above the average of both Wales and Monmouthshire. Pupils' performance in English, however, was still below both local and national averages. As in the previous three years, girls outperformed boys in all subjects, but in 2008 the pupils with statements of SEN were all boys. Provisional results of this year's NC assessments indicate that boys have outperformed girls for the first time in the number attaining the CSI.
54. Trends in the number of pupils attaining the CSI in key stage 2 vary from year to year, as they do in key stage 1, according to the number of pupils who have statements of SEN. In 2006 and 2007, in comparison with similar schools, pupils' performance was in the bottom 25 per cent in all three core subjects. However, there was an improvement in pupils' performance from 2007 to 2008 in all subjects, but particularly in mathematics and science.

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55. The percentage of pupils attaining the higher level 5 at the end of key stage 2 in NC assessments in 2008 approached the national average in English and science, but was half the number in mathematics. Since 2006, there has been an upward trend in the number of pupils gaining level 5 in English and science, but a levelling out of the numbers gaining level 5 in mathematics in 2007 and 2008 after an improvement in the previous two years. Provisional results of this year's end of key stage 2 assessments indicate a substantial improvement in the number of pupils attaining level 5 in mathematics but a small dip in the numbers attaining this level in English and science.
56. The school's tracking of pupils' progress from their results in NC assessments at the end of year 2 in 2005 to their results at the end of year 6 in 2009 shows that the percentage of pupils attaining the CSI declined slightly from 89 per cent to 86 per cent. This is because pupils maintained their performance in mathematics and science but 12 per cent fewer attained level 4 in English than attained level 2 in 2005. However, 12 per cent more pupils attained level 5 than attained level 3 in English. Thirteen per cent more pupils attained level 5 in mathematics than attained level 3. The same number of pupils attained level 5 in science as attained level 3.
57. Pupils increasingly apply the knowledge and skills they have acquired in different subjects and areas of learning to new and unfamiliar situations. For example, pupils in key stage 1 competently apply their knowledge of letters and sounds when reading unfamiliar texts.
58. A few classes are piloting ways of involving pupils more in assessing their own progress. In their end of topic reviews, for example, older pupils write what they have learned and state what else they would like to investigate. Many pupils make good reflections on their own learning. Pupils are also beginning to tick the NC level descriptions for writing attached to the front of their English books that best apply to their own standard of writing. This is helping them understand what level they are currently achieving and what they need to do to reach the next level. However, this practice is not embedded throughout the school.
59. Many pupils make good progress towards fulfilling their potential and moving on to the next stage of learning. However, more able and talented pupils and those in key stage 1 in the ALC do not always reach their full potential in all subjects and areas of learning.
60. Throughout the school, nearly all pupils have positive attitudes to their lessons, are well motivated and generally make effective use of their time. Pupils in key stage 2, for example, very much enjoy investigations in science and practical activities. Across the school, pupils talk enthusiastically about their involvement in different projects in 'Enterprise Week', when they produce imaginative ideas and work very well together in small teams.
61. Most pupils behave well and are confident and friendly towards visitors. Older pupils are particularly caring and supportive of those in the ALC. There have been nine fixed-term exclusions and these are given strictly according to the school behaviour policy. There are fewer exclusions from school this year than in previous years.

62. Pupils have recently been involved in a 'Challenging Attitudes' project, which has led to improvements in the way all pupils settle to tasks without fuss and in their levels of concentration.
63. Most pupils are sensible on the playground, sharing and supporting each other well on the popular adventure trail outside. They join after school clubs but sometimes find it hard to sustain their interest in them. Overall, pupils are considerate and thoughtful and they relate well to each other.
64. Rates of attendance have improved steadily after a dip last year while the new school was being built. Levels of attendance in the reception class are excellent. Across the whole school overall attendance is good, with targets being exceeded. There are very few unauthorised absences.
65. Approximately 60 per cent of families walk to school, which is a very high proportion, so that punctuality is normally very good. Several pupils in the ALC travel on transport provided for them, enabling them to arrive on time at school.
66. Overall, pupils' personal and social skills are good with no important shortcomings. The majority of pupils are developing good organizational skills and a growing level of independence when they set about their work. They enjoy working on problems and challenges. Very often in lessons, pupils effectively use 'talk partners' for a few minutes to help them articulate their ideas and thinking.
67. Pupils raise much money for charitable causes, which they often choose themselves. Most of them have a good sense of fair play and think that when children misbehave it is right they should be corrected. They have a good sense of right and wrong and increasingly think about the consequences of their actions.
68. Relationships are good across the school. Most pupils have a good awareness of other cultures and faiths and a healthy respect for diversity, shown particularly in the way older pupils play with those with disabilities every break time. Pupils learn a great deal from each other in these situations.

## **The quality of education and training**

### **Key Question 2: How effective are teaching, training and assessment?**

#### **Grade 2: Good features and no important shortcomings**

69. The inspection team's findings match the judgement made by the school in its self-evaluation report.

70. The quality of teaching was judged as follows:

**Grades for teaching**

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
16.6%	66.7%	16.6%	0%	0%

71. The quality of teaching is in line with the national picture described by Her Majesty's Chief Inspector in his most recent report. In 2007-2008, 83 per cent of the quality of teaching in lessons in primary schools inspected in Wales achieved a grade 2 or better, with 16 per cent of them having outstanding features (grade 1).
72. Throughout the school, pupils and teachers enjoy good working relationships and there is a positive atmosphere in every classroom. Teachers and members of the support staff treat pupils kindly and fairly. There is a very effective, consistent approach to the positive management of pupils' behaviour.
73. Most of the lessons awarded a grade 1 were in the early years classes. Outstanding features in the quality of teaching here include the novel use of resources and strategies that excite children and make them eager to learn. Other excellent features are the imaginative use of the environment, very high expectations of what children can achieve and highly skilled questions that extend their thinking and linguistic skills. In an outstanding mathematics lesson with older pupils, challenging questioning, an exceedingly brisk pace and highly focused revisiting of the learning objectives at the end of the lesson ensured pupils' secure understanding of the topic.
74. Good features in many lessons include the use of a wide range of teaching strategies and a variety of resources that engage and sustain pupils' interest. Learning objectives, explanations and instructions are clear so that pupils understand what is expected of them. Teachers use the interactive whiteboard effectively to support their teaching and pupils' learning.
75. The provision of homework is good with outstanding features. Homework tasks build exceptionally well on work in class and purposefully extend pupils' learning. There are very clear guidelines for parents in pupils' homework books and deadlines for its completion are given.
76. Where there are shortcomings in the quality of teaching, lessons lack clarity of purpose, the pace is slow and teachers talk for too long so that pupils become bored. The use of templates and pre-prepared outlines stifles pupils' creativity in subjects such as art and design. The over-use of worksheets and workbooks also occasionally restricts pupils' readiness to write independently, imaginatively and at greater length.
77. Most teachers have good subject knowledge that enables them competently to teach the content of the National Curriculum and deal confidently with pupils' questions and responses. There are, however, gaps in expertise and understanding of the needs of the youngest pupils with statements of SEN and what the next steps in their learning should be.

78. Teachers and support staff promote equal opportunities well. Pupils from the ALC classes are welcomed into mainstream classes and participate fully in planned activities. The expertise of well qualified support assistants is used very effectively to support and extend pupils' learning. They often take the initiative in providing support where it is most needed. Boys' interest in reading and spelling activities, particularly in key stage 1, is being effectively boosted by the rapid pace of small group literacy sessions led by both teachers and teaching assistants.
79. Members of staff in the nursery and reception classes effectively promote children's understanding and use of Welsh in their daily activities. The promotion of pupils' bilingual skills across the curriculum in key stages 1 and 2, however, is inconsistent and lacks progression.
80. Good features outweigh shortcomings in the quality of teachers' planning to meet individual learning needs. In the early years classes, activities are very well planned according to young children's developmental needs. In key stages 1 and 2, tasks are usually modified effectively for the majority of pupils, but expectations and the level of challenge in tasks provided for more able and talented pupils is not consistently high enough.
81. Support staff attend extremely well to the personal needs of pupils in the key stage 1 class of the ALC, but there is a lack of precise focus, in line with their statements of need, in the activities provided for them.
82. The school meets statutory requirements for assessing, recording and reporting pupils' progress. New tracking systems have enabled greater access to information regarding individual pupils' progress. It has formulated a detailed assessment for learning policy, which enables staff to identify pupils' strengths and shortcomings and to highlight areas to be developed. Systems and procedures have good features that outweigh shortcomings.
83. The quality of day-to-day assessment in the nursery and reception classes and the baseline assessment undertaken after children start full-time education is used very effectively to meet children's needs.
84. Pupils' progress in the three core subjects of English, mathematics and science is assessed termly and at the end of each key stage. This ensures that the school has a clear picture of each pupil's achievements. However, whilst assessment in the foundation subjects and religious education is identified in teachers' planning, their awareness of pupils' achievements in these subjects is less secure.
85. Data from a range of standardised tests is thoroughly analysed to assess the progress and achievements of individuals, groups and years. This enables the school to identify shortcomings and trends in different subject areas and guide priorities for long term planning. A pupil tracking system enables staff to identify and target individuals and groups where intervention is required. However, this system has yet to make a full impact on pupils' learning, especially that of more able pupils.

86. The quality of marking is inconsistent across the school. In the best examples, marking celebrates good work, diagnoses areas of difficulty and the next steps in learning are clearly identified and shared with pupils. Often, however, comments only refer to completion of work or are generally encouraging, without being specific enough to help pupils move forward.
87. Recently compiled subject portfolios contain a range of notes relating to a selection of pieces of pupils' work. However, indications of specific NC levels achieved are less well featured. Meetings to moderate standards of work and strengthen teacher assessment are at an early stage of development.
88. The use of individual targets that are shared and agreed with pupils to impact on their learning is also at an early stage of development. Pupils' regular involvement in self-assessment, and in identifying and evaluating their own targets, is under developed.
89. End of year written reports comply with statutory requirements and, in most instances, give useful information about progress in individual subjects. Parents and carers of pupils with additional learning needs are well informed and have full access to consultations and reviews. However, reports vary in the inclusion of appropriate, well defined targets for individual pupils to achieve in the forthcoming year.

**Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?**

**Grade 2: Good features and no important shortcomings**

90. The inspection team's findings match the judgement made by the school in its self-evaluation report.
91. Overall, the range of learning experiences provided effectively meets the needs and interests of most learners. The school provides a broad, balanced and coherent curriculum that is generally well planned, enabling pupils to build on what they know and can do. There are good strategies that promote learners' personal development, broadening and enriching their experiences through many relevant practical activities. Good account is taken of their diverse backgrounds and special needs, ensuring equal opportunities.
92. The quality of the educational provision for the under-fives is good with outstanding features. They enjoy many high quality learning experiences, both indoors and out, that meet their needs extremely well in the seven areas of learning.
93. The provision for pupils with SEN in mainstream and in the key stage 2 ALC is good, enabling them to feel special and included. Overall, within this curriculum, activities are relevant and match their specific language or communication problems. Pupils access the mainstream curriculum appropriately, according to their levels of ability. In the key stage 1 ALC class, however, the experiences provided do not cater sufficiently for pupils' specific individual needs.

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94. Support for the minority of pupils with challenging behaviour is good and their needs are effectively met using positive management strategies.
95. More able and talented pupils are identified, but the school's provision lacks consistency in providing these pupils with a high enough level of challenge in all lessons. The new literacy programme that has recently been introduced is, however, catering effectively for the needs of pupils in key stage 1 who are working at a level that is well above their chronological age.
96. Curriculum planning, based on one and two year cycles, is effective and topics are well planned and successfully followed. Generally, teachers' specific and detailed planning provides a clear structure and progression for pupils.
97. Pupils benefit from a carefully organised curriculum so that the basic and key skills are well covered. These include good personal and social skills with pupils working collaboratively on a wide range of activities. The provision of role play areas in the early years and key stage 1 classes offers good opportunities for purposeful uses of literacy and numeracy. The use of the ICT suite and the provision of interactive whiteboards and laptops in every classroom contribute significantly to pupils' progress in using ICT.
98. The range of extra-curricular activities has good features which outweigh shortcomings. Pupils take part in a good range of sporting activities in school time and out of school hours, some organised by specialist organisations. These have a positive impact on standards in physical education. A few pupils enjoy learning the recorder during the lunch break.
99. From discussions with staff and pupils, and analysis of registers of attendance at clubs, it is apparent that initial enthusiasm wanes and attendance drops off after a few weeks. The school is seeking to revitalise opportunities for pupils to benefit from extra-curricular sporting and other activities. Residential visits take place, but the school is reviewing future options in the light of the current economic climate.
100. Provision for pupils' personal, spiritual, moral, social and cultural development is good with no important shortcomings. Policies and arrangements, as well as schemes of work, reflect national requirements.
101. Personal and social education (PSE) features prominently throughout the school and weekly 'circle time' discussions support pupils well. From a young age they learn that it is important to express what they are thinking and feeling. Members of staff review and adapt the planned programme according to new guidelines and the needs of the pupils. A good example of this is the 'Challenging Attitudes' project to support positive behaviour for one particular year group.
102. Visitors to assemblies lead very enthusiastically and pupils say they look forward to these occasions. Pupils are encouraged to take on responsibilities in a variety of ways from a young age. Opportunities for pupils to celebrate what they have achieved give them confidence and a sense of well-being and pride.

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103. Moral values are constantly reinforced including through the school rules, which are prominently displayed. Opportunities to develop spirituality and to provide a quiet moment for reflection are more limited in collective acts of worship. Nevertheless, collective worship fulfils statutory requirements.
104. Links with parents are good with no important shortcomings. Members of staff are available daily for informal discussions and more formally once a week on a Wednesday after school, if needed. Parents are very supportive of any event the school organizes. 'Enterprise Week', for example, culminated in a display and sale which was very well attended.
105. Parents agree to a home/school contract when they join the school, which explains clearly the roles and responsibilities expected. Around half come into classes when invited to work alongside their children twice a year. Parents' views have been sought through questionnaires, which also show good support. Parents who have raised concerns with the school occasionally need reassurance that things are in hand and very few misunderstandings have occurred, which the school is addressing. Communication is generally good with no important shortcomings and is improving all the time. The school's website provides useful information for parents about homework and recent curriculum changes
106. Good links with the local community boost the quality of the provision. For example, the Police Liaison Officer comes in regularly to work with each class. He liaises closely with the headteacher to ensure that information is shared. Local shops in Bulwark welcome visits from pupils, including those in the ALC. Last year, older pupils worked with senior citizens at the community Day Centre in a funded dance project, which was hugely successful and elderly friends attend school concerts. The school is outward looking in its vision for capitalizing on links with community groups for the benefit of all pupils.
107. The school is very active in the local cluster of schools and has good links with the secondary school. Transition arrangements are secure and effective. Careers Service Wales offers enrichment days which effectively promote problem-solving skills, for example, when pupils undertake design projects. Visits by staff to Caldicot Castle prior to the pupils visiting ensured that planning for learning opportunities was well resourced. There are good links with initial teacher training institutions at Newport University who place students in the school every year. A strong partnership also exists with the local church.
108. Pupils are effectively introduced to the world of work. Each class from nursery to year 6, for example, was fully involved in 'Enterprise Week' and profits from each project were donated to charities. Very good involvement was evident when pupils were encouraged to think, plan, develop and communicate their ideas. This gave everyone a good taste of the world of work. Educational visits and visitors make a good contribution to this aspect of the school's provision. Throughout the year, all pupils enjoy a varied range of opportunities, which are much enjoyed.

109. In the early years, opportunities to use the Welsh language are very well planned and used. There is a fluid approach from English into Welsh, thus raising children's standards of achievement. There is good promotion of incidental Welsh during registration, but opportunities to develop pupils' bilingual skills in key stages 1 and 2 and across the curriculum are not always identified. There is a noticeable lack of bilingual signs in classrooms and around the school.
110. The promotion of the culture of Wales has good features that outweigh shortcomings. Overall, *Y Cwricwlwm Cymreig*, the Welsh dimension to the curriculum, is planned in most subjects and supports pupils' knowledge of Welsh heritage. Planning includes visits to places of Welsh historical interest. St. David's Day celebrations include visits from a local male voice choir. Regular Welsh assemblies, and subjects such as geography and religious education, provide good opportunities for pupils to learn about their own and others' faiths and cultures. There are missed opportunities, however, to develop pupils' awareness of the artistic traditions of Wales.
111. All pupils have equal access to the curriculum and there are good arrangements to tackle social disadvantage. Policies and procedures support good personal development and effectively reflect national priorities, such as the strong emphasis on transition from primary to secondary school.
112. The school is giving increasing attention to promoting pupil's awareness and understanding of sustainable development and global citizenship. Through its involvement in the Healthy Schools initiative, pupils are learning about the importance of recycling and caring for their environment. The school has gained silver Eco Schools status. The very active Eco club takes full responsibility for bringing current concerns and issues to the attention of pupils, staff and the governing body of the school.
113. The school's provision successfully reflects national priorities for lifelong learning and community regeneration. It meets the statutory requirements of the NC and the locally agreed syllabus for religious education.

#### **Key Question 4: How well are learners cared for, guided and supported?**

##### **Grade 2: Good features and no important shortcomings**

114. The inspection team's findings match the judgement made by the school in its self-evaluation report.
115. Arrangements for managing the care and support of pupils are good with no important shortcomings. The headteacher and deputy headteacher effectively monitor and oversee care arrangements for all pupils and have good insight and understanding of how provision can best meet individual need. In addition, the roles and responsibilities of individual members of staff in relation to the care and guidance of pupils are well established. Pupils report that they are treated kindly and fairly and feel safe and secure. Discussions with adults,

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including parents, demonstrate that this is a caring school where relationships are good and supportive.

116. Links with outside agencies are generally very effective in supporting pupils.
117. The school works closely with parents and carers who are consulted regularly on the ways forward for individual pupils. Nearly all parents express confidence and trust in the school. Arrangements to help the youngest children settle in are good with no important shortcomings. Home visits by two members of staff get the partnership off to a good start and parents are fully involved in initial assessments, so that effective learning through play begins from their first day in school. 'Buddies' help older pupils who are new to the school to settle happily. One new pupil in key stage 2, for example, spoke enthusiastically about the care received from class mates on arrival in Pembroke.
118. Members of the School Council represent every class in the school, including the ALC. They understand their role and responsibilities very well, enjoy their meetings and get fully involved. For example, they were asked for their views about the appointment of the new headteacher the year before last and produce good ideas for raising money for charitable causes.
119. Provision for healthy living is good with no important shortcomings. A range of clear policies effectively guide practice. A comprehensive Travel Plan, for example, has been established so that many pupils walk or cycle to school. In physical education lessons, the school gives a very high profile to the importance of exercise in keeping fit and healthy, which links well with its approach to healthy eating initiatives and pupils' planned regular access to the adventurous activity equipment adjacent to the playground. Governors have played a key role in ensuring safety in the new building and the site manager is vigilant in ensuring high standards too.
120. There are several pupils with specific health needs. The team of teaching assistants and support workers in the school are fully trained and experienced in meeting a wide range of these. Risks are assessed and individual plans made and followed so that parents trust the school to care successfully for more vulnerable pupils.
121. Monitoring of attendance and punctuality is good. Members of the administrative staff carefully monitor and promote good attendance by telephoning home early on if a pupil is absent. The Educational Welfare Service supports those families who need help and liaises closely with the school. Punctuality is also carefully monitored and the majority of pupils arrive on time. Good account is taken of Circular 47/06.
122. Pupils' behaviour is very well monitored and pupils are fully involved in personal plans to help them improve. The headteacher and deputy headteacher have daily contact with a few pupils, mainly boys in key stage 2, who need extra support; over time their behaviour is improving. There is very strict adherence to the school's behaviour management policy. Members of staff are consistent in the expectations set and in managing behaviour.
123. Child protection arrangements are effective, with very recent up-to-date training for all members of the teaching, support and administrative staff

having been undertaken so that all are aware of procedures for safeguarding pupils. The designated person responsible for child protection matters is the headteacher or the deputy headteacher in his absence. The policy has been identified as being in need of review and this is in hand. Criminal Records Bureau checks are undertaken for all members of staff, volunteers and governors.

124. The overall quality of provision for pupils with additional learning needs in the mainstream school and in key stage 2 of the ALC has good features and no important shortcomings. The provision for pupils with additional learning needs in key stage 1 of the ALC has good features that outweigh shortcomings.
125. In mainstream school, early identification and continual diagnostic assessment of pupils with SEN ensures good, purposeful support and guidance. In the ALC classes, pupils with profound and multiple special educational needs are diagnosed before placement and are in receipt of careful, regular monitoring and assessment by outside agencies in line with their statements. Ongoing assessments that meet statutory requirements are made through their annual reviews.
126. The school's SEN policy is comprehensive and complies with the Code of Practice and the framework for inclusive education. The deputy headteacher is the Additional Learning Needs Co-ordinator (ALNCo) for the main school. She is highly skilled and experienced, and works very effectively alongside mainstream staff and the governor with responsibility for SEN to the benefit of pupils. Teachers and support staff work as an exceptionally strong team, providing continuity of support and ongoing assessment of need. This team is a strength of the school's provision for pupils with special needs.
127. Pupils in mainstream who have an individual educational plan (IEP) receive daily monitoring, which is an excellent feature of the provision. Pupils' targets in their IEPs are stated in observable, measurable terms that are appropriately monitored and reviewed with the child and parents. Purposeful support helps meet the needs of groups of children who require literacy enhancement or multi-sensory teaching within their respective classrooms or in small withdrawal groups. Parents are fully consulted and involved in the process and are able to speak to the class teacher or ALNCo regarding their child's progress at any time.
128. Mainstream pupils who have statements of educational needs, such as those with profound physical or challenging emotional or behavioural needs, are very well supported and guided. This inclusiveness is a noteworthy feature of the school's SEN provision. Annual reviews of pupils with statements in mainstream meet statutory requirements.
129. The needs of the pupils in the ALC are extensive and wide ranging. Many of them have compounded language problems alongside a host of other difficulties. The range of complex needs includes pupils with challenging behaviour, such as those on the autistic disorder spectrum, those with speech

and language delay and communication problems, and pupils who have significant physical and profound sensory impairments.

130. In the key stage 2 ALC class, monitoring of individual IEPs is consistently maintained and assessments effectively inform planning of activities to meet pupils' needs. In the key stage 1 ALC class, however, there are shortcomings in meeting individual needs and raising their standards of achievement because of a lack of specific focus in planned activities, in line with pupils' statements of SEN. Reviews of the statements of pupils in the key stage 1 ALC are currently taking place, in line with statutory requirements.
131. All pupils in the ALC receive exceptional care and support for their personal and social needs through care plans and a compassionate, caring team of staff. This care and guidance is continued during the integration of pupils from the key stage 2 ALC into mainstream classes. Mainstream pupils also benefit from the specialist provision in the ALC 2 class in short-term placements for literacy enhancement programmes. This two-way integration from the key stage 2 ALC class and the main school is a particularly good feature of the school's SEN provision. Arrangements for the integration of pupils in the key stage 1 ALC class into the main school are under developed.
132. Outside agencies such as speech and language, occupational and sensory advisory specialists work regularly and effectively in the school, providing essential continuing assessment and advice for pupils and staff. The school makes excellent use of other agencies, when required.
133. The school's provision and support for the very small minority of pupils with profound and challenging behaviour is good. The school has agreed, and successfully implemented, a positive behaviour management policy based on recognition of achievements. All members of staff are trained and praise acceptable behaviour. They also ensure pupils are aware of the consequences of unacceptable behaviour. Good provision is in place for pupils who are at risk of disaffection or exclusion and the school liaises well with relevant outside agencies. Nine pupils were temporarily excluded in the three terms prior to the inspection. They have been successfully re-integrated into school following their exclusion.
134. All areas of the school are fully accessible for pupils with disabilities. Arrangements ensure that pupils are not treated less favourably than others. There is an access and disability policy, together with a clear Disability Equality Scheme and action plan that has been submitted to the Local Authority. The new site is very well maintained, with good wheelchair access nearly everywhere. The lift is fully operational.
135. There are good policies to promote equal opportunities, including race and gender equality. Arrangements to combat harassment and bullying are effective. For example, a complaint last year concerning alleged bullying was brought to the attention of the headteacher and governing body, who took advice from those with expertise in the local authority (LA), with the result that the issue was effectively resolved.

136. The school fully recognises and respects diversity. In the early years, multi-cultural topic work helps children learn about worlds that are very different from their own. The very close, inclusive links with the ALC reinforce the good practices in valuing and respecting the diversity present in the school.

## Leadership and management

### Key Question 5: How effective are leadership and strategic management?

#### Grade 2: Good features and no important shortcomings

137. The inspection team's findings match the judgement made by the school in its self-evaluation report. The grade does not, however, match the grade 3 awarded to key question 1. This is because the headteacher and his deputy have instituted improvements in many areas that are already seeing positive results. However, the actions taken have not been established long enough to have resulted in raised standards in all subjects and areas of the school's provision.
138. The headteacher has successfully led the school through a period of great difficulty and uncertainty, including the demolition of the old school, which involved three moves in eighteen months during the remodelling of the building. He has brought much needed stability and a clear sense of direction to the school.
139. During the inspection, the school continued to run very smoothly during the headteacher's absence because of the very clear, well organised policies and procedures that he has established and that are understood by all members of staff. In particular, the close and effective working partnership between the headteacher and his deputy meant that she was able to assume the role of acting headteacher and carry out her duties and responsibilities extremely well at very short notice.
140. The headteacher places great importance on developing the confidence and expertise of members of staff. He takes a democratic approach to leading the school, involving members of staff in consultation on all issues of general importance.
141. The strategic decisions taken by the headteacher in terms of deployment of staff according to their strengths are beginning to have a noticeable and positive impact on pupils' standards of achievement in most subjects. For example, overall standards in key stage 1 are considerably better than they were last year. Standards in English are beginning to improve as a result of initiatives such as the new literacy programme, but such initiatives need more time to embed throughout the school.

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142. There are two other members of staff, in addition to the headteacher and deputy headteacher, on the senior management team (SMT). One member of the team has very recently been appointed and has overall responsibility for curriculum development. She has a clear view of the way forward for the school. The headteacher and deputy headteacher effectively monitor and improve the performance of individual staff and standards in their areas of responsibility throughout the main body of the school. There is insufficient focus on pupils' progress and standards of achievement in the key stage 1 class of the ALC.
143. The headteacher's commitment to developing the knowledge and skills of members of the teaching and support staff have resulted in many good opportunities to develop their professional expertise through relevant training courses, in line with priorities in the school improvement plan (SIP). Most members of staff are keen to take up these opportunities, gain additional qualifications and improve their performance. Pembroke is a pilot school for 'Continuing Professional Development On-Line' and the headteacher was a key note speaker at a national conference on this initiative.
144. The headteacher has effectively initiated much greater communication with parents and the governing body about the nature of teaching and learning in the school. For example, subject consultants have led workshops for parents and governors to increase their understanding of the school's work.
145. The school takes good account of national priorities, such as the introduction of the Foundation Phase and Curriculum 2008 in key stage 2. It also works productively in partnership with the LA to implement local priorities such as the new literacy programme, for which it is also a pilot school.
146. The governing body takes an active, well informed role in helping to set the school's strategic direction. They were very clear, for example, about the qualities they were looking for when they appointed the headteacher and deputy headteacher with whom they enjoy an open, honest, professional relationship.
147. Members of the governing body use their professional expertise from different walks of life effectively to raise pertinent questions at their meetings. For example, a governor with a background in finance rigorously queries aspects of the school's budget. They also regularly attend relevant courses to enhance their knowledge and skills as governors. A number of governors also attend whole school training days.
148. Several members of the governing body are regular visitors to the school, assisting in classes, accompanying pupils on educational visits and attending functions. The chair of the governing body, in particular, is a very enthusiastic visitor two or three times a week.
149. Individual governors are linked with specific subjects or aspects of the school's provision and take a particular interest in these. They have recently begun to go on 'learning walks', where they gain a flavour of the school's work from

nursery to year 6. In addition, the headteacher's regular reports, their discussions of performance data and presentations by subject consultants ensure that governors are well informed about issues affecting the school. The governing body meets regulatory and legal requirements.

**Question 6: How well do leaders and managers evaluate and improve quality and standards?**

**Grade 2: Good features and no important shortcomings**

150. The inspection team's findings match the judgement made by the school in its self-evaluation report.
151. Most leaders and managers have a good understanding about the school's strengths and areas for development. The self-evaluation process effectively involves staff at all levels. Subject consultants complete end of year evaluations that describe current practice in their areas of responsibility and identify areas for development. In the best examples, they draw on lesson observations, discussions with colleagues, analysis of assessment data to identify underachievement and moderation of samples of pupils' work to inform their understanding.
152. The school recognises the need to ensure greater consistency in the self-evaluation process and to develop a sharper focus on pupil achievement in order to raise standards for all. Monitoring of the overall provision afforded to pupils in key stage 1 of the ALC, for example, is not sufficiently rigorous in helping to improve quality and standards.
153. The school's performance management systems for teachers and support staff, together with regular lesson monitoring by the headteacher and, more recently, the SMT, further inform self-evaluation and development planning.
154. Self-evaluation procedures are inclusive. The detailed process takes account of the views of learners, staff and parents. Governor visits to school and discussions with teaching staff are increasingly enabling them to share their views on current provision. Parents' views are sought through questionnaires. The School Council provides valuable opportunities for pupils to make their views known on a number of issues. External assessments by LA advisory staff are supportive.
155. The comprehensive self-evaluation report written by the school prior to the inspection carefully considers strengths and areas for development in relation to each of the elements of the seven key questions of the inspection framework. The school's knowledge of its strengths and areas for development is accurate. The grades awarded by the school to each of the seven key questions exactly match those awarded by the inspection team.
156. The SIP is comprehensive and detailed. The priorities for 2008–2009 are generally appropriate to the school's development. Success criteria, however,

are not always sufficiently focused on pupil achievement. Good account is taken of the range of resources necessary to fund the various school improvement initiatives.

157. Good progress has been made in addressing the key issues for improvement identified during the last inspection. Actions have led to measurable improvements in mathematics, information and communications technology, early years provision and standards in key stage 1.

### **Key Question 7: How efficient are leaders and managers in using resources?**

#### **Grade 2: Good features and no important shortcomings**

158. The inspection team's findings match the judgement made by the school in its self-evaluation report. The grade does not, however, match the grade 3 awarded to key question 1. This is because the school has used available resources wisely and there are improvements in many areas, but the full impact of its spending decisions has yet to be realised in raised standards in all subjects.
159. Overall, there are sufficient qualified, specialist, teaching and support staff to meet the needs of the school. Nearly all staff are suitably qualified and their expertise is further effectively developed through in-service training and attendance at relevant courses. There are appropriate support and mentoring arrangements for newly qualified teachers. Investment in staff training is linked to developing priorities identified through performance management and contributes well to realising the priorities identified in the School Improvement Plan.
160. There are sufficient resources of good quality to meet the needs of all learners throughout the school. The new interactive whiteboards, the individual lap top computers and the information technology suite, successfully support the development of pupils' information and communications technology skills. All computers have network and fast broadband internet access. Pupils have access to a wide selection of good quality books and specialist equipment that stimulate their interest and enhance learning.
161. The school's accommodation, a considerable proportion of which is new, is generous for the number of pupils on roll. It is well decorated and provides a very pleasant learning and working environment of which pupils are very proud. Staff, pupils and governors say that it has made a very positive impact on the quality of learning and standards of behaviour around the school.
162. The facilities for the implementation of the new Foundation Phase are outstanding. The outdoor play provision is in an exceptionally well-resourced, safe area that is being continually transformed into ideal surroundings where children's knowledge and understanding can be extended through free and planned play activities.
163. The new Additional Learning Centre (ALC) provides exceptionally tranquil sensory experiences for pupils with profound learning and medical needs. Specialist equipment, such as individual work-stations for autistic pupils,

essential hoists, soft play and sensory rooms help meet profound needs, ensuring pupils' safety and well-being.

164. The well-maintained grounds are extensive and very good use is made of them to promote pupils' development in a range of subjects. Large playing fields and playgrounds offer excellent opportunities for games and sports. A pond, a wild-life area and the forest school, stimulate pupils' understanding of the natural setting, enriching their life experiences. The calm surroundings also provide a quiet sanctuary that enables pupils to learn to reflect on issues in the world around them.
165. Throughout the school, colourful displays in classrooms and shared areas celebrate pupils' achievements and provide a cheerful learning environment which is kept clean, pleasant and inviting by the cleaning staff. Recently, the exceptionally industrious and conscientious site manager has undertaken a number of projects, ensuring the grounds are safe and exciting for pupils' activities. The school administration staff, and those who support pupils at lunchtime, have a very positive influence on the smooth running of the school.
166. In the main, all teaching and support staff are deployed economically and effectively so that best use is made of their time and expertise. Teachers are released regularly from their classes for planning, preparation and assessment time. A qualified teacher with a particular interest in developing 'thinking skills' provides suitable cover at this time.
167. The school has made effective and purposeful use of the resources provided for workforce remodelling so that roles and responsibilities are clear. Teaching assistants, for example, have considerably enhanced roles.
168. All support staff are well qualified and also benefit from regular in-service training, having access to appropriate courses provided by outside agencies, enabling them to make an effective contribution to pupils' learning. They ably support pupils in the classroom as well as leading small group activities or managing key literacy initiatives. All liaise well with the teaching staff and assist in planning appropriate activities, assessing how successfully pupils complete them and discuss the next learning target.
169. The use of resources is regularly reviewed to ensure that money is well spent on areas of greatest priority. Standards are generally good and improving as a result of the actions the school has taken. It therefore provides value for money.

## **Standards achieved in subjects and areas of learning**

### **Under 5s**

170. The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the Foundation Phase outcomes.

**Personal and social development, well-being and cultural diversity**  
**Grade 1 - Good with outstanding features**

**Outstanding features**

171. All nursery children are extremely happy and secure in their environment and develop excellent relationships with adults and other children, showing respect and care. They leave their parents without fuss and follow well-embedded health and hygiene routines exceptionally well. Children's behaviour is exemplary. They demonstrate very positive attitudes to their work as individuals, in pairs and groups. Nearly all children exhibit great confidence and independence as they choose from the stimulating range of activities.
172. Reception children's behaviour is also exemplary as they respond extremely well to high expectations of acceptable behaviour. Nearly all children's level of independence is a noteworthy feature. They make firm relationships with all adults and peers, creating a positive atmosphere where achievement can flourish.

**Good features**

173. Nearly all nursery children concentrate for increasingly long periods of time, working together contentedly in small groups, around adult-directed activities or in individual play. Most children show a good level of responsibility for selecting and clearing away resources. They respond positively to a range of new cultural experiences and celebrations such as Chinese New Year, St. David's Day and Christmas. Most have good decision-making skills and confidently explore new experiences.
174. The majority of reception children are developing a good understanding of different faiths and cultures in the world around them. On a visit to the local church, children use their enquiry skills well to find and name features such as the altar, aisle and pulpit. All children have a growing understanding of what is right and wrong, sharing equipment, helping each other and developing a respect for rules. They develop good friendships and play cooperatively with all members of the group. Most children are very aware of the needs of others and demonstrate a community spirit where each other's well being is paramount. All children demonstrate a very conscientious approach to their work and new learning experiences, continually asking important questions.

**Language, literacy and communication skills**

**Grade 2 - Good features and no important shortcomings**

**Good features**

175. Most nursery children express their thoughts very well. Enthusiastically, they accurately recite repeated refrains in 'The Bear Hunt' story, in preparation for activities in the forest school. Using appropriate language, they recall the story very well. Children's listening skills are very good. All children listen carefully to instructions in 'circle time' or tabletop activities for increasing periods of time. They listen carefully and follow specific safety instructions in the 'forest school'.

176. Many nursery children recognise and read their names and use this skill to self-register. Nearly all children enjoy reading and sharing books with adults. In the story of 'The Journey', they recall and name the main characters and features exceptionally well. Many children retell stories to a good standard and make good progress using this skill in new experiences. Most children know that print carries meaning and understand the purpose of mark making as a means of communication. More able nursery children write their names confidently.
177. Most reception children speak clearly and enthusiastically when expressing their opinions. They give accurate descriptions of different types of snail, taking turns to speak clearly and audibly using an increasing range of vocabulary. Most children listen carefully to their peers and respond very well to instructions and questions. They listen attentively to their teachers and other adults, taking particular account of what is said.
178. Most reception children develop their reading skills very well. They enjoy sharing books and handle them carefully. They listen attentively to the reader and accurately predict what will happen next in the story. Most reception children have a good knowledge of the shape and sound of letters and confidently read simple sentences in their reading books. All children recognise an appropriate number of words by sight, according to their ability. Using their good knowledge of letters and sounds, they write well constructed sentences, many with good use of capital letters, finger spaces and full stops. Most reception children use their independent emergent writing skills very well to write simple factual statements, particularly about snails.

### **Shortcomings**

179. There are no important shortcomings.

### **Mathematical development**

#### **Grade 2 - Good features and no important shortcomings**

#### **Good features**

180. All nursery children match, sort, order and count objects with growing accuracy. They develop a good understanding of mathematical ideas by singing number rhymes in English and Welsh. During snack time, children sort, match, order and count a wide variety of colours, fruit, crackers, beakers and plates. Older nursery children competently order by colour, shape and size, correctly counting objects and matching numbers to symbols. Accurate counting develops very well. More able nursery children count to twenty. A few of them can count to thirty. Nearly all nursery children understand terms such as 'bigger', 'smaller', 'heavier' and 'lighter' and explain the differences well. Through purposeful visits to the local café, children's understanding of the idea of money develops well. They handle and count coins, write orders and make out receipts for orders taken.
181. Most reception children accurately count to 30, a minority to 50 and a few beyond to 100. Most of them competently count sets of objects and record the appropriate numeral. They use mathematical language appropriately and recognise and name two-dimensional and three-dimensional shapes, correctly. They use non-standard measures confidently during practical activities and

predict whether objects are heavy or light. Most children use good data handling skills and information communication technology (ICT) accurately to record the results of the variety and number of pets in the class. Children's knowledge of the value of coins and understanding of the use of money develops appropriately. Most children's problem solving skills are good and develop appropriately and competently.

### **Shortcomings**

182. There are no important shortcomings.

### **Welsh language development**

#### **Grade 1 - Good with outstanding features**

##### **Outstanding features**

183. Nearly all nursery children respond extremely well to staff greetings and follow directions in Welsh appropriately. They sing a very wide variety of rhymes and number songs and confidently count to ten in Welsh. Many children recognise and name the main colours such as red, black, blue, yellow, orange and green and apply this knowledge during their play. A few children accurately read repeating phrases from their hand-made Welsh books.

184. Most reception children know a very wide range of words and simple phrases and use them appropriately in their daily activities. They listen very carefully and immediately respond to instructions in Welsh. They confidently describe the weather, their likes and dislikes and respond appropriately to questions about their feelings. Most reception children accurately read simple sentences in Welsh.

##### **Good features**

185. All nursery children answer the register appropriately. In the book corner, children choose and are happy to share a Welsh book with an adult. They listen attentively and attempt to copy the pronunciation of a few words accurately. They recall simple stories to a good level and are able to translate phrases from their Welsh reading books into English correctly.

186. All reception children sing and enjoy a variety of rhymes and songs in Welsh, which increases their understanding and use of key vocabulary to a good level. They name the colours of the rainbow accurately and share this information with their peers. In the reading corner, using a simple script, most reception children choose to ask each other questions, which are competently answered by their peers. They speak with intelligible pronunciation.

### **Knowledge and understanding of the world**

#### **Grade 1 - Good with outstanding features**

##### **Outstanding features**

187. Nursery children have an outstanding knowledge and understanding of their local environment and of the world around them. On their sensory walk, they very effectively use their senses to describe sights, smells, sounds, tastes and textures and appreciate the beauty of nature. All children use problem-solving skills particularly well as they explore the sighting of large 'bear prints'. Nursery

children are exceptionally confident in moving a robotic toy through accurate programming.

188. Reception children have an outstanding knowledge and understanding of scientific ideas. All children describe the habitat of snails and recognise and accurately name different species. Most reception children have excellent observation skills and are becoming confident explorers in the outdoor environment. They display great appreciation of the seasons and identify many different signs of spring and winter.

### **Good features**

189. Nearly all nursery children talk confidently about their families and where they live. They develop a good awareness of the order of their day, retell past events and have a good idea of the difference between weekdays and weekends. They know that giraffes and hippopotamuses live in Africa and we must travel there by plane. Most children name healthy foods and explain why eating some foods could damage their teeth. They develop a good understanding of the use of computers and successfully gain good keyboard skills. Most children control the mouse and click to obtain a sound or visual effect, demonstrating a good level of accuracy and confidence.
190. Most reception children use scientific language correctly and sort animals according to criteria, such as those who like or dislike water. They describe how animals and babies need lots of special care. Most children successfully follow a recipe to prepare and measure ingredients for making leek and potato soup and pancakes on Shrove Tuesday. Reception children develop good skills in using ICT to support their learning. They are confident, independent learners demonstrating good mouse control when writing. Most children competently use the digital video camera and record first hand experiences that they discuss later in the classroom.

### **Physical development**

#### **Grade 1 - Good with outstanding features**

#### **Outstanding features**

191. Many nursery children have excellent body control and awareness. During outdoor activities, most children confidently manoeuvre a range of wheeled vehicles and successfully follow pathways. They productively move through, under and over very large equipment such as pipes, planks and tyres, demonstrating improved physical control at each attempt.
192. Most reception children demonstrate excellent physical control when they move and manoeuvre very long pipes during problem-solving activities. Their larger physical skills develop very well as they climb, run and jump over large obstacles. They develop an excellent idea of the health and safety rules in the outdoors and apply them consistently.

#### **Good features**

193. In the nursery, most children's physical and accurate control using small tools, such as pencils and scissors, is good and develops with increasing confidence.

Sand and water play develops their physical control as they accurately and confidently move the substances from large to small containers. Children's use and control of the mouse at the computers develops well with increasing speed of access to information. Outside, children use the space around them very well, experimenting with changes of pace and physical effort.

194. In reception, most children make good progress in skills such as folding, moulding, pasting and building for a variety of purposes. They handle tools appropriately and their skills are developed well through handling construction pieces and malleable materials with increased confidence. Using good physical skills with increasing accuracy, children move large apparatus to construct see-saws and bridges in their play outdoors. Most children use space very well and experiment successfully with changes of pace and physical effort. They run, kick and control footballs very well during their games sessions.

### **Creative development**

#### **Grade 1 - Good with outstanding features**

##### **Outstanding features**

195. In their study of Divali, most nursery children use excellent observation skills to copy Rangoli patterns with particular accuracy. They display excellent decision-making skills when creating interesting 'collage bears'. Children accurately identify different sounds in the 'forest school'. Most children's drawing and mark-making skills are very well developed and they confidently explore the use and mix of colour to express their ideas. Nursery children competently recall and enthusiastically sing a wide variety of rhymes and songs in English and Welsh.
196. Most reception children's knowledge of the work and styles of artists such as Monet, Matisse and Suzanne Carpenter, is outstanding. They give clear explanations of the similarities between them and maturely express likes and dislikes in their work. Using excellent observation skills, they create large and small snails in the style of the artists, detailing the process exceptionally well. They demonstrate excellent creative design in their sculptures using natural materials.

##### **Good features**

197. Most nursery children mix and use bold vibrant colours and apply paint with effective brush strokes. They select appropriate materials, giving consideration to colour and texture in their large and small pictures of Chepstow castle. They carefully experiment with paint mixing techniques and observe how a colour changes with the addition of another colour. Their moulding, cutting and sticking skills develop very well. They handle equipment, such as paste spreaders and paintbrushes, with accuracy to create the desired effect.
198. The majority of children in reception sing a range of songs and action rhymes in tune. They explore the different sounds made by the instruments in the music corner, confidently naming the majority of them. Most children create good 'skeleton' pictures with black card and white paper. Using mirrors, most reception children use good observational skills to complete face portraits and good sketches of their noses. They display accurate observations of shape and form in their still-life pictures of fruit. Coloured crayons are used effectively in

detailed drawings of daffodils, leeks and ladies in Welsh costumes in their St. David's Day celebrations. Children's skills in working in three-dimensions feature well in their excellent 'junk' modelling and in their industrious creative play.

<b>English</b>
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**Key stage 1: Grade 2 - Good features and no important shortcomings**

**Key stage 2: Grade 3 - Good features outweigh shortcomings**

**Good features**

199. The listening skills of nearly all pupils in key stage 1 are good. They listen attentively to their teachers, for example, when sounding out individual letters in words. Most pupils make relevant comments in response to questions. They co-operate well in pairs, listening to and supporting one another well in reading activities.
200. Through frequent opportunities to engage in discussion for a range of purposes in pairs and small groups, all pupils in key stage 1 are developing confidence in expressing their ideas. Most pupils in year 1, when prompted, can explain and justify their thinking about events illustrated in a sequence of pictures. By year 2, most pupils speak clearly and confidently to their peers and adults.
201. Pupils of all abilities in key stage 1 are making good progress in reading. Their knowledge of increasingly complex letter-sound combinations is particularly good and is helping them achieve good standards in spelling, as well as in reading. Less able pupils in year 2 show rapid recognition of initial letters and vowel combinations such as 'ou' and 'oo'. More able pupils in year 2 recognise unusually spelt words and clearly pronounce the individual sounds in them. By the end of key stage 1, most pupils confidently read texts matched to their levels of ability.
202. Most pupils in key stage 1 display increasing awareness of different forms of writing for different purposes such as holiday brochures, reports on visits and poems. By year 2, pupils of average and above average ability understand the importance of planning and drafting their writing before producing a final version. Most pupils' handwriting is neat and legible.
203. During key stage 2, most pupils listen with good attention to one another and to adults. They participate well in lively debates, sharing and building on each other's ideas. Their discussions of examples of different types of text, such as formal letters, play a very important role in helping them understand this form of writing and enabling them to write their own letters to a good standard.
204. Most pupils in key stage 2 achieve good standards in their reading and use their skills for a wide variety of purposes. They develop a good awareness of the different techniques writers use to sustain the interest of the reader. In year 4, most pupils use punctuation well to help them make sense of the text and are beginning to use expression to enliven their reading aloud. By year 6, most

pupils competently use their reading skills for independent research using the Internet or books in the library.

205. The factual writing of most pupils in key stage 2 is of good quality and they write in a wide range of forms, including persuasive leaflets and debates. All pupils, but particularly boys, produce their best writing when they write for a real purpose and audience. For example, in years 5 and 6 they write formal letters to a local garden centre requesting plants for the sensory garden they are making for the ALC. They effectively adopt an appropriate style. Several pupils, for example, choose to write 'on behalf of' pupils in Pembroke School and use the correct layout for a letter.
206. Most pupils in key stage 2 make good progress in planning, drafting, editing and producing final versions of their written work. By the end of the key stage, most pupils spell common words correctly, use a good variety of punctuation and their handwriting is generally neat, joined, fluent and legible.

### **Shortcomings**

207. Although there are no important shortcomings in key stage 1, many pupils do not use their knowledge of grammar and the surrounding context enough, in addition to their knowledge of letter-sound relationships, to help them read unfamiliar words.
208. Many pupils in key stage 2, particularly the more able, do not use a sufficiently wide range of imaginative words, images and phrases and variety of sentences in their stories and poems.
209. In year 3, many pupils' writing, such as their weekend news, is repetitious.

## **Mathematics**

**Key stage 1: Grade 2 - Good features and no important shortcomings**

**Key stage 2: Grade 2 - Good features and no important shortcomings**

### **Good features**

210. Throughout key stages 1 and 2, most pupils respond well to a range of questions during regular mental mathematics sessions. Most develop an increasing range of mathematical vocabulary related to all areas of the subject, including basic multiplication facts and associated properties of two- and three-dimensional shapes. The majority of pupils, including those with additional learning needs, achieve well from a low base as they progress through the school.
211. In key stage 1, the majority of pupils make good progress in their understanding of number following the very firm foundations laid in the nursery and reception classes.
212. Most pupils confidently count from a given number in twos, fives and tens correctly up to thirty, with higher attaining pupils counting accurately to one hundred. They make simple addition sums with two and three single digit

Report by Stephanie James  
Pembroke Primary School 01/06/2009

numbers and total them up correctly. Most pupils make steady progress exploring a range of simple patterns, recognising number sequences up to thirty and, in a few cases, up to fifty and well beyond.

213. Most pupils have a good understanding of time to the hour and half past, which they relate confidently to events during the day, such as the time school starts and bedtime. Nearly all pupils accurately describe the properties of a circle, triangle, square and rectangle, referring to such properties as the number and length of sides. Most recognise halves and quarters in relation to shaded shapes and parts of a whole.
214. Most year 2 pupils correctly interpret data represented in simple bar charts and pictograms, confidently using a range of appropriate computer software. Through a variety of well planned practical activities, the majority measure objects accurately using standard and non-standard measures. Most pupils confidently use decimal currency, giving the correct change after purchasing a number of given items from a shopping basket.
215. In key stage 2, the majority of pupils develop a good understanding of place value, confidently converting numbers to words, for example, 1050 to one thousand and fifty. Most understand what a particular digit represents in a three or four digit number and accurately position three and four digit numbers in thousands, hundreds, tens and units.
216. Nearly all pupils make steady progress in using their multiplication tables and develop their thinking skills confidently when related to everyday problems. The majority of pupils tell and record time accurately in hours and minutes, confidently calculating times taken for a certain journey using a range of timetables. Generally, most pupils understand time on a clock face to five minutes around the hour.
217. In upper key stage 2, most pupils accurately measure and calculate the perimeter and areas of simple shapes using a range of methods and standard units. They have a good awareness of the properties of two- and three-dimensional shapes.
218. By the end of key stage 2, most pupils have a good knowledge of data handling in a variety of formats and interpret information accurately. Pupils use their good information and communications technology skills well to support their learning in mathematics across the key stage.
219. By the end of the key stage, most pupils are using mathematics effectively to solve problems in a variety of contexts. They confidently explore patterns and think about relationships between numbers, such as prime and square numbers, and record answers accurately. For example, during a problem-solving exercise that required pupils to list all the numbers that have three factors, they discussed outcomes confidently with their peers.

**Shortcomings**

220. There are no important shortcomings.

## History

**Key stage 1: Grade 2 - Good features and no important shortcomings**

**Key stage 2: Grade 2 - Good features and no important shortcomings**

### Good features

221. Most pupils in key stage 1 demonstrate a developing awareness of chronology and use appropriate vocabulary to describe the passing of time.
222. In key stage 2, most pupils use time-lines, artefacts, photographs and research using the internet effectively to compare and contrast changes over time.
223. All pupils' historical knowledge and understanding are enhanced through visits to relevant places of historical interest.
224. Most pupils have good recall of historical knowledge. For example, pupils in key stage 1 know that the Ancient Egyptians worshipped various gods and that each one had a special significance to them. Key stage 2 pupils know that in 1840 the Penny Black stamp was replaced by the Penny Red.
225. By the end of key stage 2, all pupils have a good sense of the social aspects of history and show empathy with characters and events. They confidently discuss similarities and differences between historical periods and modern day events.
226. All pupils effectively enhance their historical understanding through role-play activities, particularly in their study of Captain Cook or what school was like for a child living in Victorian times.
227. Most pupils make good progress in developing their historical enquiry skills. In topic work in key stage 1, for example, pupils ask relevant questions about Chepstow castle gatehouse, the methods of defence and whether or not dinosaurs had similar bones to human beings. Key stage 2 pupils compose relevant questions about population changes over time in the two contrasting areas of Beddgelert and Chepstow. Most of them plan, organise and present their ideas very well.

### Shortcomings

228. There are no important shortcomings.

## Art and design

**Key stage 1: Grade 3 - Good features outweigh shortcomings**

**Key stage 2: Grade 3 - Good features outweigh shortcomings**

### Good features

229. In key stage 1, pupils use a good range of techniques and materials to make collage pictures of Ancient Egyptian gods and goddesses. In year 1, most pupils display skill in cutting out pieces of coloured paper and placing them carefully to 'dress' their god.

230. By year 2, most pupils show good understanding of the collage techniques and media used by the artist and illustrator, Suzanne Carpenter. They have made good progress in their ability to cut out shapes and place them precisely. They closely examine examples of images of Egyptian gods and goddesses in order to replicate authentic details of dress and ornamentation in their own individual collage pictures.
231. Pupils in year 4 investigate a range of interesting natural and man-made objects. Most pupils have a good understanding of the different textures of sand, rocks, feathers and strawberries. They describe textures well, pointing out, for example that a beech nut case is 'like velvet inside but rough outside'. Many pupils use water colours and fine brushes competently, mixing colours well to represent the shades of their chosen objects.
232. Working in the wildlife area in the school grounds, all pupils in years 5 and 6 develop a good appreciation of the working methods of the landscape sculptor, Andy Goldsworthy. Most pupils collaborate very well, carefully selecting twigs, small branches, leaves and stones to create their own sculptures. They effectively experiment and modify their arrangements as they work, evaluating the overall appearance of their developing sculptures. Most pupils understand how the recurring motif of the circle in Goldsworthy's work 'draws you in' to the middle of the sculpture.

### **Shortcomings**

233. In both key stages, pupils' work sometimes lacks individuality because of their over-reliance on templates and other pre-drawn outlines.
234. Many pupils make insufficient progress through the school in developing their drawing skills so that the quality of their drawings is often immature.
235. Most pupils have limited awareness of Welsh artists and designers.

<b>Physical education</b>
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**Key stage 1: Grade 2 - Good features and no important shortcomings**

**Key stage 2: Grade 2 - Good features and no important shortcomings**

### **Good features**

236. Nearly all pupils in both key stages understand the need to warm muscles before vigorous exercise and that 'cool down' sessions are equally important to relax muscles. Most pupils understand the importance of regular exercise and the impact this has on maintaining a healthy body.
237. During the majority of gymnastic lessons in both key stages, most pupils develop an increasing range of controlled flowing movements and practise these with high levels of energy and enthusiasm. Most pupils use available space confidently and co-operate well in small groups to create a range of actions. In key stage 1, for example, they move smoothly from the movements of a frog into a long roll.

238. Most pupils perform confidently to an audience of peers and clearly appreciate individual and group efforts. Their ability to reflect on their work is a very strong feature across all aspects of physical education and in both key stages, clearly underpinned by the outstanding use of information and communications technology to record pupils' skills development in a range of disciplines. The majority of pupils evaluate the performances of others in a very constructive, sensitive manner.
239. In key stage 1, most pupils make good progress in their gymnastic and movement skills. Through practice, they achieve good precision and spatial awareness is generally good. They follow instructions well, responding in a mature manner and handling equipment sensibly and safely. Most pupils show a good understanding of vocabulary related to high and low level movements.
240. In key stage 2, most pupils develop a good range of sporting skills during outside games lessons. The majority of pupils in upper key stage 2 throw and catch confidently and accurately. During competitive team games, they abide by the rules, respect their peers' efforts and share equipment sensibly.
241. Nearly all pupils visit St. Pierre Great Woods to engage in adventurous activities. Most pupils confidently construct shelters from natural building materials, testing their effectiveness against the elements. Older pupils benefit from competitive events with other schools, including field games and athletics.
242. Although no swimming was observed, recorded evidence clearly indicates that by the end of year 6 nearly all pupils swim unaided and are familiar with the principles of water safety.

### **Shortcomings**

243. There are no important shortcomings.

## **School's response to the inspection**

The school wishes to acknowledge the thorough, professional and courteous approach of the inspection team. In particular, the senior management team would like to acknowledge the support given to the acting headteacher in the unexpected absence of the headteacher.

The inspection findings recognise that Pembroke Primary is a rapidly improving school, where standards of achievement are rising. We are pleased that the inspectors found that our self-evaluation report was accurate and honest and that overall grades for standards and teaching were judged to be in line with the national picture. In addition, the educational provision made for under-fives is recognised as a strength of the school.

The skill and dedication of teachers and the care and talent of support staff are duly acknowledged. Most importantly, the inspection report makes clear the elements that make our school what it is. In particular, the report confirms that we are achieving our aim to make our school a happy and secure place in which pupils grow in confidence and independence.

An action plan will be put in place to address the recommendations in the report. Raising pupils' standards of achievement in the ALC will be a major priority for us. We will make sure that this area of the school is included in our school development plan. In addition, we will provide more opportunities for staff to improve their knowledge and skills in assessment and bilingualism so that they can help pupils achieve higher standards in this subject. The school has already identified a need to raise the attainments of more able learners.

Pleasingly, inspectors identified many elements and procedures in the school that will help us address some shortcomings by sharing good practice more widely. A copy of the school's action plan in response to the inspection recommendations will be sent to all parents. The governors' annual report to parents will report on the progress we are making on the inspection recommendations.

## Appendix 1

### Basic information about the school

Name of school	Pembroke Primary School
School type	Primary
Age-range of pupils	3–11 years
Address of school	Fairfield Road Bulwark Chepstow Monmouthshire
Postcode	NP16 5JN
Telephone number	01291 622310

Headteacher	Mr Garry Keeble
Acting headteacher during the inspection	Mrs Rebecca Sims
Date of appointment	01/09/07
Chair of governors	Mr David Sanders
Registered inspector	Ms Stephanie James
Dates of inspection	01/06/09 to 04/06/09

## Appendix 2

### School data and indicators

Number of pupils in each year group									
Year group	N (fte)*	R	Y1	Y2	Y3	Y4	Y5	Y6	Total fte
Number of pupils	28.5	36	23	29	25	24	29	30	224.5

\*full-time equivalent

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	12	2	13

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	19:1
Pupil: adult (fte) ratio in nursery classes	7:1
Pupil: adult (fte) ratio in special classes	2:1
Average class size, excluding nursery and special classes	27
Teacher (fte): class ratio	1.3:1

Percentage attendance for three complete terms prior to inspection		
Term	Reception	Rest of school
Summer 2008	96%	92%
Autumn 2008	93%	93%
Spring 2009	94%	94%

Percentage of pupils entitled to free school meals	13%
Number of pupils excluded during the 12 months prior to inspection	9

### Appendix 3

#### National Curriculum assessment results 2008 of pupils in the school and nationally at the end of key stage 1

National Curriculum Assessment Key Stage 1 Results 2008		Number of pupils in Year 2					31
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher Assessment	School		10	10	77	3
		National		4	14	63	19
En: reading	Teacher Assessment	School		10	29	58	3
		National		4	15	55	26
En: writing	Teacher Assessment	School		13	6	81	0
		National		5	16	68	11
En: speaking and listening	Teacher Assessment	School		7	16	61	16
		National		2	11	63	24
Mathematics	Teacher Assessment	School		13	22	64	0
		National		2	11	65	22
Science	Teacher Assessment	School		6	29	61	3
		National		1	9	66	24

#### Percentage of pupils attaining at least level 2 in mathematics, science and English by teacher assessment

In the school	56	In Wales	81
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D Pupils who have been disapplied from the statutory arrangements  
W Pupils who are working towards level 1

#### National Curriculum assessment results 2008 of pupils in the school and nationally at the end of key stage 2

National Curriculum Assessment Key Stage 2 Results 2008		Number of pupils in Year 6					39			
Percentage of pupils at each level										
			D	N	W	1	2	3	4	5
English	Teacher assessment	School					5	25	44	26
		National				1	3	16	51	29
Mathematics	Teacher assessment	School					10	5	69	15
		National				1	3	15	51	30
Science	Teacher assessment	School					3	10	59	28
		National					2	11	54	32

#### Percentage of pupils attaining at least level 4 in mathematics, science and English by teacher assessment

In the school	69	In Wales	76
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D Pupils who are exempted or disapplied under statutory arrangements from part or all of the National curriculum  
N Pupils who failed to register a level for reasons other than absence  
W Pupils working towards level 1

## Appendix 4

### Evidence base of the inspection

Four inspectors spent twelve inspector days in the school. The acting headteacher was the school's nominee. She was trained in this role by Estyn shortly before the inspection. The team met before the start of the inspection.

Inspectors visited:

- forty-two lessons or part-lessons;
- registrations, assemblies and acts of collective worship; and
- a range of extra-curricular activities.

Members of the inspection team had meetings with:

- staff, governors and parents before the inspection;
- senior managers, teachers, support and administrative staff;
- groups of pupils;
- the school council; and
- representatives of organisations associated with the school.

The team also considered:

- the school's self-evaluation report;
- forty responses to a parents' questionnaire;
- documentation provided by the school before and during the inspection;
- a wide range of pupils' past and current work; and
- samples of pupils' reports.

After the inspection, the team held meetings with the acting headteacher, staff and governors.

## Appendix 5

### Composition and responsibilities of the inspection team

Team member	Responsibilities
Stephanie James Registered Inspector	Context Summary Appendices Contributions to key questions 1 and 2 Key question 5 English Art and design
Julie Jones Team Inspector	Contributions to key questions 3 and 4 Key question 7 Under fives History
Peter Clark Team Inspector	Contributions to key question 2 Key question 6 Mathematics Physical education
Charlotte Roberson Lay Inspector	Contributions to key questions 1, 3 and 4
Rebecca Sims Acting headteacher / nominee	Contributions to team meetings and provision of information

**Contractor:**  
Lincolnshire Inspection Team  
37 Park Drive  
Grimsby  
North-East Lincolnshire  
DN32 0EG

### ***Acknowledgement***

*The inspection team would like to thank the governors, headteacher, staff and pupils for their co-operation and courtesy throughout the inspection.*