

**Inspection under Section 10 of the
Schools Inspections Act 1996**

**Pembrey School
Ashburnham Road
Pembrey
Carmarthenshire
SA16 0TP**

School Number: 6692178

Date of Inspection: 13/06/06

by

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- * secondary schools;
- * special schools;
- * pupil referral units;
- * independent schools;
- * further education;
- * adult community-based learning;
- * youth support services;
- * LEAs;
- * teacher education and training;
- * work-based learning;
- * careers companies; and
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Pembrey C.P. 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 Pembrey C.P. School took place between 13/06/06 and 15/06/06. An independent team of inspectors, led by David Martin Cray 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:

Grade 1	good with outstanding features
Grade 2	good features and no important shortcomings
Grade 3	good features outweigh shortcomings
Grade 4	some good features, but shortcomings in important areas
Grade 5	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 special schools, pupil referral units and any new or amalgamated schools receive a full inspection.

This school received a short 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	Y 1	Y 2	Y 3	Y 4	Y 5	Y 6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y 7	Y 8	Y 9	Y 10	Y 11	Y 12	Y 13
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

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Context

The nature of the provider

- 1 The school is located in the centre of the village of Pembrey, some five miles to the west of Llanelli. It serves the village itself and the surrounding area which is described as being neither particularly prosperous nor economically disadvantaged. It is maintained by Carmarthenshire Local Education Authority. The pupils represent the full range of ability and their attainment levels vary when they are first admitted to school.
- 2 There are currently 223 pupils between 3 and 11 years of age on the school register, and they are admitted on a full-time basis at the beginning of the term in which they reach their fourth birthday.
- 3 Some 13% of pupils are entitled to receive free school meals – a figure that is below county (18%) and national (19%) averages. Forty seven pupils, (21%) are designated as having additional learning needs. Eight of these have statements of their needs.
- 4 There are no pupils in attendance who come from homes where Welsh is spoken as a first language and the school follows the National Curriculum in Wales Welsh second language programmes of study.
- 5 The headteacher was appointed to his post in September 1991 and the majority of teaching staff were involved in the previous inspection which was held in May 2000.

The school's priorities and targets

- 6 In its development plans, the school has noted a number of priorities and targets relating to standards, management and resources.

Summary

- 7 The findings of the inspection team matched the judgement of the school in five of the seven Key Questions. The team awarded higher grades for Key Questions 3 and 4.

Table of grades awarded

- 8 The inspection team judged the school's work as follows:

Key question	Inspection grade
1 How well do learners achieve?	2
2 How effective are teaching, training and	2

	assessment?	
3	How well do the learning experiences meet the needs and interests of learners and the wider community?	1
4	How well are learners cared for, guided and supported?	1
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

- 9 Across the school, pupils, including those with additional learning needs, make consistently good progress in achieving agreed learning goals. They succeed in their work, regardless of their ability or social background.
- 10 The overall quality of the educational provision for the under-fives is appropriate to their needs and the children make good progress towards the Desirable Outcomes for Children's Learning. They make good progress in the development of their mathematical and information technology skills across the curriculum. The development of their communication skills across the range of experiences is also good.
- 11 Pupils in Key Stages 1 and 2 achieve good standards in the use of their English communication, mathematical and information and communications technology skills in a range of contexts. Their ability to listen attentively to each other and to their teachers is outstanding.
- 12 Across all classes, pupils respond positively to the use of Welsh in a good variety of contexts across the curriculum.
- 13 In relation to similar schools in Wales in terms of the percentage of pupils receiving free school meals, the school's performance in Key Stage 1 over recent years has in the main been within the top 50%, but outside the highest 25% group. During the same period, in Key Stage 2, the performance has been mostly in the highest 25% group of schools.
- 14 Pupils achieve standards in the development of their personal, social and learning skills that are often outstanding. They display very positive attitudes towards their work and show genuine interest in their lessons. Their behaviour is outstanding and this has a very positive impact on their learning.
- 15 In the three full terms prior to the inspection, the average attendance was 92% and there is room here for improvement. Pupils removed for school holidays during term time impact on this figure.

The quality of education and training

- 16 In the lessons observed, it was adjudged that the quality of teaching was as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
19%	77%	4%	--	--

- 17 The quality of working relationships between the teachers and pupils is an outstanding feature. Every teacher uses a wide and appropriate range of strategies to challenge and encourage pupils to work purposefully and confidently. They motivate the pupils through providing a welcoming, stimulating and pleasant learning environment.
- 18 The curriculum conforms to statutory requirements. Curriculum planning is outstanding. Schemes of work are very comprehensive and ensure coherent continuity and progression between each year group and from one stage of learning to the next. Arrangements for ensuring the effective delivery and monitoring of basic and key skills are also outstanding.
- 19 The school effectively promotes pupils' spiritual, moral, social and cultural development and this is reflected in its everyday life and work.
- 20 The school's programme in respect of pupils' personal and social education is thorough and well organised.
- 21 Pupils' awareness, understanding and appreciation of their own culture as well as the cultures of others are actively promoted through various curriculum areas and activities. The provision to promote pupils' bilingual skills is sound and the requirements for Y Cwricwlwm Cymreig are met.
- 22 The ways in which the school promotes initiatives relating to sustainable development is an outstanding feature. A range of innovative projects has been established and pupils demonstrate a high level of understanding during discussion with members of the inspection team.
- 23 The school's partnership with parents is good and community links are well established.
- 24 As identified by the school within its plans for development, there is room to improve the school's links with local businesses and industries.
- 25 The school is a very close and welcoming community where pupils feel happy and safe. The headteacher, teachers and support staff work hard to make every pupil feel valued and included. This is an outstanding feature.
- 26 All members of staff are aware of the correct procedures relating to child protection issues.

- 27 Provision for pupils with additional learning needs include some outstanding features and meets the requirements of the Code of Practice.
- 28 The school nurtures positive attitudes amongst pupils on issues such as acknowledging diversity and promoting equality on the basis of race, gender and background.

Leadership and management

- 29 The headteacher, with the support of his deputy, provides through example, a clear sense of purpose and strategic direction for the school's development. Individuals are encouraged to contribute to the common purpose and all concerned are committed to the work of promoting high standards.
- 30 A culture of self-criticism is well established and curriculum leaders have shouldered a good measure of responsibility in this respect.
- 31 The self-evaluation report produced by the school prior to the inspection is of good quality. Reference is made to a range of sources of evidence and the school's strengths and areas for development have been well identified.
- 32 The school's development plan has the full support of staff and governors alike, and contains a significant number of issues for attention both in the short and long term. Operational responsibilities are clearly identified for individuals and resources to support developments are also earmarked. However, as it stands the Plan would benefit from a more concentrated approach to the determination of priorities for it to function fully as a strategic planning document.
- 33 The school has made particularly good progress in acting upon the Key Issues identified in the 2000 report.
- 34 Teaching staff are all suitably qualified to fulfil the responsibilities highlighted in their job descriptions and good use is made of their expertise by exchanging classes in a number of subject areas. Skilful and conscientious assistants support class teachers, and make a significant contribution to the work of the team.
- 35 The prefabricated building is showing signs of decay and is in need of a significant injection of capital to bring it up to standard. Not all areas are accessible for disabled persons.
- 36 Externally, grassed areas have been set out in a particularly interesting manner in order to engage and encourage pupils to learn.
- 37 Inspectors identified one health and safety related matter and this has been brought to the attention of the school's governing body and the local education authority.

- 38 The colourful displays on classroom walls are outstanding; they make a considerable contribution to creating a stimulating environment and celebrate pupils' work.
- 39 The budget is very carefully monitored and the school provides value for money.

Recommendations

In order to improve the school in the areas inspected, the staff and governing body need to:

- R1: continue to sustain and build on the existing good quality teaching and learning found in all classes;
- R2: ensure that the school's development plan benefits from a more concentrated approach to the determination of priorities;
- R3: address the health and safety issue that has been brought to the attention of the governing body and local education authority;
- R4: work with parents to improve pupils' attendance levels.

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 2: Good features and no important shortcomings.

- 40 The findings of the inspection team match the judgement made by the school in the self-evaluation report.
- 41 Across the school, the pupils, including those with additional learning needs, make consistently good progress in achieving agreed learning goals. They succeed in their work, regardless of their ability or social background.
- 42 The overall quality of the educational provision for the under-fives is appropriate to their needs and the children make good progress towards the Desirable Outcomes for Children's Learning. They make good progress in the development of their mathematical and information technology skills across the curriculum. The development of their communication skills across the range of experiences is also good.

- 43 Pupils in Key Stages 1 and 2 achieve good standards in the use of their English communication, mathematical and information and communications technology skills in a range of contexts. Their ability to listen attentively to each other and to their teachers is outstanding.
- 44 Across all classes, pupils respond positively to the use of Welsh in a good variety of contexts across the curriculum.
- 45 In Key Stage 1 in 2005, according to teachers' assessments, 81.3% of pupils attained level 2 or above in the core subjects of English, mathematics and science (Wales 80.9%; Carmarthenshire 77%). In 2004 the figure was again 81.3% (Wales 80%; Carmarthenshire 76%) and in 2003 it was 88.5% (Wales 79%; Carmarthenshire 78%). The school's results for 2005 were slightly higher than county averages in all three subjects, but slightly lower than national figures in English and science.
- 46 In Key Stage 2 in 2005, according to teachers' assessments, 74.1% of pupils at the school attained level 4 or above in the core subjects of English, mathematics and science (Wales 74.3%; Carmarthenshire 74.8%). In 2004 it was 85.2% (Wales 72%; Carmarthenshire 69%) and in 2003 the figure was 92% (Wales 71%; Carmarthenshire 69%). The results for 2005 were considerably higher than county and national averages in English, slightly lower in science, and higher than the county, but lower than nationally in mathematics.
- 47 Overall, in both key stages, both boys and girls perform to similar levels.
- 48 In relation to similar schools in Wales in terms of the percentage of pupils receiving free school meals, the school's performance in Key Stage 1 over recent years has in the main been within the top 50%, but outside the highest 25% group. During the same period, in Key Stage 2, the performance has been mostly in the highest 25% group of schools.
- 49 In their lessons, it was seen that pupils learn new knowledge or skills to very good effect. They are aware of the strengths of their work, they can explain what they need to do to improve it and make good progress towards achieving their potential.
- 50 Pupils achieve standards in the development of their personal, social and learning skills that are often outstanding. They display very positive attitudes towards their work and show genuine interest in their lessons. They make effective use of their time and motivation levels are very high across the age range.
- 51 Pupils' behaviour is outstanding and they are very knowledgeable about the school's high expectations. They are respectful and courteous towards their peers and adults. They make orderly and highly disciplined contributions to daily procedures and this responsible attitude has a very positive impact on their learning.

- 52 In the three full terms prior to the inspection, the average attendance was 92% and there is room here for improvement. Pupils removed for school holidays during term time impact on this figure. The vast majority of pupils attend school regularly and are punctual at the start of the school day. There are no unauthorised absences.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

- 53 The findings of the inspection team match the judgement made by the school in the self-evaluation report.
- 54 In the lessons observed, it was adjudged that the quality of teaching was as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
19%	77%	4%	--	--

- 55 The quality of working relationships between the teachers and pupils is an outstanding feature. Teachers know the pupils very well and have high expectations in terms of achievement and appropriate behaviour. Pupils are valued and respected as individuals. This enhances their self-esteem and has a positive effect upon attitudes to work.
- 56 Every teacher uses a wide and appropriate range of strategies to challenge and encourage pupils to work purposefully and confidently. They motivate the pupils through providing a welcoming, stimulating and pleasant learning environment.
- 57 The teachers' subject knowledge is sound and they are familiar with recent developments in their areas of responsibility. Effective use is made of subject expertise such as in design and technology and religious education.
- 58 Equal opportunities are promoted within the school and programmes of work are modified as required to fulfil the needs of individual pupils including those with additional learning needs. Arrangements for withdrawal and in-class support are organised effectively so that the activities reinforce the work completed in class.
- 59 Lesson preparation is thorough with clear and consistent focus on learning objectives, key skills, teaching strategies and assessment opportunities. Teachers differentiate pupils' work effectively and the level and range of tasks set are appropriate in relation to their abilities and understanding.
- 60 In the lessons observed, the outstanding features include skilful questioning, effective use of innovative teaching strategies and emphasis on practical experiences. These challenge the pupils to think, and explore issues in

increasing depth and detail. Good features include clear learning objectives, effective use of plenary sessions and sound links with previous learning. Enthusiastic teaching and effective use of resources and interesting activities stimulate and challenge pupils to achieve their best. Lessons are conducted at a good pace and pupils' attention is constantly retained. The shortcomings featured in the teaching are limited to a few lengthy presentations and some instances of over direction.

- 61 The effective liaison between the teachers and the support staff contributes to the quality of teaching and helps fulfil the individual needs of learners, particularly those with additional learning needs.
- 62 Overall, the opportunities for pupils to develop and apply their bilingual skills are good.
- 63 The school has introduced well-organised systems for assessing and recording pupils' progress in the core subjects. These ensure an accurate and consistent approach throughout the school. Assessing and recording the foundation subjects are not applied as rigorously, but the school is planning to address this. Lesson planning clearly identifies opportunities for assessing pupils' progress in relation to the key learning objectives. These assessments are used consistently to effectively inform future planning.
- 64 Samples of pupils work have been collated in a range of subject portfolios, but as yet, these have not been developed as a tool for moderating judgements.
- 65 Effective use is made of pupil data and analysis of assessment findings to inform target setting, earmark areas for development and to raise standards.
- 66 Procedures are in place to track the progress of individual pupils from the baseline assessment up to the end of Key Stage 2.
- 67 The pupils' work is marked regularly and the overall standard of marking is good. The school is actively developing the practice of encouraging pupils to evaluate their own work in order to promote their self-assessment skills. Pupils understand the purpose of assessment and play an active role in setting individual targets.
- 68 The quality of the annual progress report is good and conforms to statutory requirements. Opportunities are provided for parents to comment on and discuss their children's progress. Consultation evenings are held twice a year. Parents appreciate the school's 'open door' policy.

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

Grade 1: Good features with outstanding features

- 69 The findings of the inspection team differ from the school's self-evaluation to the extent that the school has awarded Grade 2 to this key question. The

outstanding quality of curriculum planning and the wide variety of interesting learning experiences offered to the pupils are the main reasons for adjudging a higher grade.

- 70 The curriculum conforms to statutory requirements. Curriculum planning is outstanding. Schemes of work are very comprehensive and ensure coherent continuity and progression between each year group and from one stage of learning to the next.
- 71 The school ensures equal access to all. The additional learning needs of all pupils are met within an ethos of inclusion.
- 72 The overall quality of the educational provision for the under-fives is appropriate to their needs and children make good progress towards achieving the Desirable Outcomes for Children's Learning. Teachers provide challenging activities within a happy and safe, indoor and outdoor learning environment.
- 73 An outstanding feature of the school's provision is its well co-ordinated procedures in ensuring the effective delivery and monitoring of basic and key skills.
- 74 The school's participation in a range of extra curricular activities, both during and out of school hours, is outstanding. Pupils benefit from the varied opportunities offered. These involve a range of sporting activities, choir and an art club. Older pupils have the opportunity to attend a residential course at the Urdd Camp in Llangrannog. Provision is made for a range of educational visits to enhance and broaden curriculum provision. The school also invites local artists, musicians as well as people from the local community to share their experiences and expertise. These experiences help promote and enrich pupils' personal and social development.
- 75 The school effectively promotes the pupils' spiritual, moral, social and cultural development and this is reflected in its everyday life and work. Collective worship makes a good contribution to pupils' spiritual and moral development and they receive regular opportunities to participate. Visiting clergy further enrich their experiences and Circle Time also provides opportunities to enhance the understanding of moral issues.
- 76 The school makes effective provision for pupils' personal and social education. Its programme is thorough and well organised. Teachers and support staff are exemplary models and the qualities of respect and courtesy permeate all activities. Members of the School Council appreciate the opportunities they receive to discuss and influence issues that affect their daily lives at school.
- 77 Pupils' awareness, understanding and appreciation of their own culture as well as the cultures of others are actively promoted through various curriculum areas and activities. Teachers enrich pupils' knowledge of global citizenship through studying issues such as fair trade and the school's involvement with

various European projects. Each year group is offered the opportunity to link with a school in a specific European country.

- 78 The ways in which the school promotes initiatives relating to sustainable development is an outstanding feature. A range of innovative projects has been established and pupils demonstrate a high level of understanding during discussion with members of the inspection team.
- 79 The school's partnership with parents is good, with regular contact, an 'open door' policy and a successful parents and teachers' association, which raises significant funds for school activities. Community links are well established and the relationships with the local nursery, primary schools and secondary school are all good.
- 80 As identified by the school within its plans for development, there is room to improve the school's links with local businesses and industries.
- 81 The school successfully enhances the pupils' awareness of Wales through studying various aspects of its culture and heritage. A visit to St Fagan and preparing a Power Point presentation on the history of the locality are recent activities that have helped raise the pupils' awareness. The provision to promote pupils' bilingual skills is sound and the requirements for Y Cwricwlwm Cymreig are met.
- 82 Its equal opportunities policies reflect the school's commitment to encourage the pupils to appreciate the variety of equality of access.
- 83 Older pupils' entrepreneurial skills are developed through their involvement in running the school's fruit tuck shop. The school is aware that this aspect could be further developed.
- 84 The variety of experiences offered to pupils enables them to gain a good range of skills that help them develop good attitudes, setting the foundations for lifelong learning.

Key question 4:How well are learners cared for, guided and supported?

Grade 1: Good with outstanding features

- 85 The findings of the inspection team differ from the school's self-evaluation to the extent that the school has given Grade 2 to this question. In reaching its judgement the school did not emphasise sufficiently the outstanding features in the quality of guidance, care and support it provides its pupils.
- 86 The school is a very close and welcoming community where pupils feel happy and safe. The headteacher, teachers and support staff work hard to make every pupil feel valued and included. This is an outstanding feature.
- 87 Teachers know their pupils well and pupils feel confident in approaching them for help and guidance. New pupils are well received and welcomed by both

their peers and staff. The school receives sound support from the school nurse and community policeman. Initiatives to raise knowledge and understanding of healthy eating issues are developing well.

- 88 The quality of monitoring behaviour, punctuality, attendance and pupil performance is good and procedures are well established. The school has effective measures in place to deal with negative or oppressive behaviour. Attendance registers comply with the requirements.
- 89 There are clear arrangements to secure pupils' well-being and health and safety when in the school's care. The adults are aware of pupils with particular needs and are knowledgeable about procedures in the events of accidents and emergencies. The school follows the local education authority's guidelines on out of school activities. Arrangements are now in place for the completion of regular risk assessments for all off site activities.
- 90 All members of staff are aware of the correct procedures relating to child protection issues.
- 91 Provision for pupils with additional learning needs include some outstanding features and meets the requirements of the Code of Practice.
- 92 Procedures and support programmes ensure that all pupils with additional learning needs receive quality, targeted support. This is an outstanding feature. The school makes good use of outside support agencies. Specialist staff work closely with the teaching and support staff and ensure that work is well planned and suitably adapted. Individual education plans are closely monitored and reviewed three times a year, with parents, carers and pupils involved.
- 93 Personal education plans have now been put in place for those pupils who are under the care of the local authority.
- 94 The quality of fairness and equal opportunity for all, regardless of disability, underpin the school's life and work. In practice, the school complies fully with its policy on equal opportunity. This is an outstanding feature.
- 95 The school nurtures positive attitudes amongst pupils on issues such as acknowledging diversity and promoting equality on the basis of race, gender and background. Their understanding of diversity and the value of contributions made by others from a wide range of backgrounds and cultures, is well developed.
- 96 The school takes reasonable steps to ensure that disabled pupils do not suffer from being treated less favourably. The school has produced an accessibility plan based on the requirements of the 2001 Disability and Special Educational Needs Act.

Leadership and management

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

Grade 2: Good features and no important shortcomings

- 97 The findings of the inspection team match the judgement made by the school in the self-evaluation report.
- 98 The headteacher, with the support of his deputy, provides through example, a clear sense of purpose and strategic direction for the school's development. Individuals are encouraged to contribute to the common purpose and all concerned are committed to the work of promoting high standards.
- 99 Led by a carefully thought out mission statement, a range of relevant policies are in place which are well reflected in the work and ethos of the school.
- 100 The school has planned effectively for the reforms in respect of teachers' workload requirements. Appropriate performance management arrangements have been established and the objectives set promote the ongoing professional development of staff whilst at the same time addressing the school's own priorities.
- 101 Whole-school targets are set that are challenging and are based on the school's knowledge of its pupils and their likely performance.
- 102 The governors know the school well and they fulfil their management and legal responsibilities very effectively. They have a good range of backgrounds and expertise, and the school makes good use of this. They meet regularly and make particularly good use of their sub-committee structure. Responsibility for specific areas of the curriculum has been allocated to individual members, although there is room to develop this further. They have a good awareness of the school's performance and provide particularly good support and assistance to the headteacher in guiding the strategic direction of the school.
- 103 The school undertakes its responsibilities in terms of teaching time requirements, but there are some shortcomings in the school's prospectus, together with the annual report the governing body provides to parents.

Key question 6: How well do leaders and managers evaluate and improve quality and standards?

Grade 2: Good features and no important shortcomings

- 104 The findings of the inspection team match the judgement made by the school in the self-evaluation report.

- 105 A culture of self-criticism is well established within the school and monitoring arrangements have been in place for some time ensuring that it is aware of its performance. Curriculum leaders have shouldered a good measure of responsibility in this respect and use a range of evidence, including classroom observations and examination of pupils' work to report on. The recent re-establishing of a curriculum sub-committee provides a good forum in which curriculum leaders and governors can discuss and plan school improvement matters.
- 106 Analytical and effective use is made of local and national benchmarking information in order to compare the school's performance with that of similar schools.
- 107 Consideration is given to the pupils' voice in the development of the school through the School Council and also, through questionnaires, their parents. Parents are also encouraged to call in at the school to discuss face to face any concerns about the school's procedures or provision.
- 108 The self-evaluation report produced by the school prior to the inspection is of good quality. Reference is made to a range of sources of evidence and the school's strengths and areas for development have been well identified.
- 109 The school's development plan has the full support of staff and governors alike, and contains a significant number of issues for attention both in the short and long term. Operational responsibilities are clearly identified for individuals and resources to support developments are also earmarked. However, as it stands the Plan would benefit from a more concentrated approach to the determination of priorities for it to function fully as a strategic planning document.
- 110 The findings of the inspection team matched the judgements made by the school in five of the seven Key Questions. Higher grades were awarded for Key Questions 3 and 4 as the school was too conservative in its judgement.
- 111 The school has made particularly good progress in acting upon the Key Issues identified in the 2000 report.

Key question 7: How efficient are leaders and managers in using resources?

Grade 2: Good features and no important shortcomings

- 112 The findings of the inspection team match the judgement made by the school in the self-evaluation report.
- 113 Teaching staff are all suitably qualified to fulfil the responsibilities highlighted in their job descriptions and good use is made of their expertise by exchanging classes in a number of subject areas.

- 114 Skilful and conscientious assistants support class teachers. They work very effectively alongside the teachers and make a significant contribution to the work of the team.
- 115 The arrangements for reducing the teachers' workload have been carefully planned; the time is used effectively and it has a positive impact on the work of the school. Teachers attend a particularly good range of training sessions to update their knowledge and skills and information is shared very effectively through feedback during staff meetings and in-service training closure days.
- 116 The range of resources for supporting the pupils' curriculum is very good and is appropriate to their needs and age range, including the under-fives. They are of good quality, accessible and are respected by staff and pupils alike.
- 117 The prefabricated building is showing signs of decay and is in need of a significant injection of capital to bring it up to standard. Not all areas are accessible for disabled persons.
- 118 Externally, grassed areas have been set out in a particularly interesting manner in order to engage and encourage pupils to learn.
- 119 Inspectors identified one health and safety related matter and this has been brought to the attention of the school's governing body and the local education authority.
- 120 The colourful displays on classroom walls are outstanding; they make a considerable contribution to creating a stimulating environment and celebrate pupils' work.
- 121 The school's expenditure decisions are well linked to the priorities and targets in the school development plan. The budget is very carefully monitored and the school provides value for money.

School's response to the inspection

We are delighted that the Inspectors recognised so many outstanding features and that curriculum planning and arrangements for ensuring the effective delivery and monitoring of basic and key skills were highly commended.

We are pleased that Pembrey School was considered to be a very close and welcoming community where pupils feel happy and safe and that every child feels valued and included.

The current development plan will be amended to incorporate the recommendations of the Inspection team and a copy will be sent to all parents.

We will continue to work diligently to ensure that the issues are addressed and to maintain the high standards in order to build on existing good quality teaching and learning.

Appendix 1

Basic information about the school

Name of school	Pembrey
School type	Community
Age-range of pupils	3 – 11 years
Address of school	Ashburnham Road Pembrey Carmarthenshire
Post-code	SA16 0TP
Telephone number	(01554) 832207
Headteacher	Mr JKG Thomas
Date of appointment	September 1991
Chair of governors/ Appropriate authority	Mr M Theodoulou
Reporting inspector	Mr D M Cray
Dates of inspection	13 – 15 June 2006

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
Number of pupils	22	25	30	29	33	34	31	19	223

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	10	3	11.5

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	19.4:1
Average class size, excluding nursery and special classes	29
Teacher (fte): class ratio	1.4:1

Percentage attendance for three complete terms prior to inspection			
Term	Nursery	Reception	Rest of school
Summer 2005	92.4%	91.1%	92.6%
Autumn 2005	95%	88%	93%
Spring 2006	91.3%	91.3%	90.8%

Percentage of pupils entitled to free school meals	13%
Number of pupils excluded during 12 months prior to inspection	0

Appendix 3

National Curriculum Assessment Results: End of Key Stage 1

National Curriculum Assessment KS1 Results 2005		Number of pupils in Y2		32				
Percentage of pupils at each level								
			D	W	1	2	3	2+
English:	Teacher Assessment	School			19	44	37	81
		National		4	12	64	20	84
English: Oracy	Teacher Assessment	School			19	44	37	81
		National		2	11	64	23	87
English: Reading	Teacher Assessment	School			19	44	37	81
		National		4	14	56	26	82
English: Writing	Teacher Assessment	School			19	44	37	81
		National		5	14	69	12	81
Mathematics	Teacher Assessment	School			13	47	40	87
		National		2	10	63	24	87
Science	Teacher Assessment	School			13	37	50	87
		National		2	9	65	24	89

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	81.3%	In Wales	80.9%

National Curriculum Assessment Results: End of Key Stage 2

National Curriculum Assessment KS2 Results 2005		Number of pupils in Y6		27								
Percentage of pupils at each level												
			D	A	F	W	1	2	3	4	5	4+
English	Teacher assessment	School							11	59	30	89
		National			1		1	4	15	47	32	79
Mathematics	Teacher assessment	School							22	48	30	78
		National			1		1	3	15	47	32	79
Science	Teacher assessment	School							19	48	33	81
		National			1			2	11	51	35	86

Percentage of pupils attaining at least level 4 in mathematics, science and either English or Welsh (first language) according to teacher assessment			
In the school	74.1%	In Wales	74.3%

- D Pupils who are excepted under statutory arrangements from part or all of the National Curriculum
- A Pupils who have failed to register a level because of absence
- F Pupils who have failed to register a level for reasons other than absence
- W Pupils who are working towards level 1

Appendix 4

Evidence base of the inspection

Three inspectors spent a total of seven inspector days in the school and met as a team before the inspection.

These inspectors visited:

- twenty six lessons or part lessons;
- all classes;
- 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 began; and
- senior managers, teachers, support and administrative staff and groups of pupils during the inspection.

The team also considered:

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

The inspection team held post inspection meetings with staff and governors.

Appendix 5

Composition and responsibilities of the inspection team

Inspector	Type	Aspects
Mr D M Cray	Rgl	Context; Summary; Recommendations; Annexes; Key questions 1; 5 and 6.
Mrs SA Taylor	Team	Key questions 2; 3; 4.
Mrs M Donovan	Lay	Key question 7 and contributions to key questions 1; 3; and 4
Mr Roy Jefferies	Peer Assessor	Contributions to key questions

School's Nominee: Mr JKG Thomas

Contractor: Arolygiadau Deheubarth Inspections; Afallon; Heol Llandeilo; Gorslas; Llanelli; SA14 7LU.

Acknowledgement

The visiting inspectors wish to thank the governors, the head and all the staff for the co-operation and courtesy they received during the inspection.