



Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru
Her Majesty's Inspectorate for Education and Training in Wales

**Report following monitoring
Level of follow-up: significant improvement**

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

Date of visit: September 2016

by

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

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The monitoring team

Mr Richard Lloyd	Reporting Inspector
Mr Jonathan Wright	Team Inspector

Outcome of monitoring

Pembroke Primary School is judged to have made sufficient progress in relation to the recommendations following the core inspection in February 2015. As a result, Her Majesty's Chief Inspector of Education and Training in Wales is removing the school from the list of schools requiring significant improvement.

Progress since the last inspection

Recommendation 1: Secure, as a matter of urgency, the strategic leadership of the school

Strong progress in addressing the recommendation

The school now has a permanent headteacher. Since her appointment, the headteacher has built successfully on the work of the Chepstow Primary Alliance and collaborated effectively with the regional consortium to secure improvements. In a relatively short period, the headteacher has provided effective strategic direction to the school's work and established an ethos of trust, collaboration and teamwork. This culture provides staff with increasing confidence. It underpins their recent progress in raising standards for pupils, whilst addressing the inspection recommendations. There are consistent systems to ensure that the school runs efficiently on a day-to-day basis. These systems support a developing culture of high expectations well.

There are detailed plans for improvement with specific targets and timescales. Valuable professional development opportunities for staff support them in achieving performance goals, for example to improve provision to develop pupils' use of phonics and their reading skills. Leaders review progress against improvement targets regularly. They ensure that all staff and governors are aware of this progress as well as the next steps.

The school has a suitable staff structure with clearly defined leadership roles, such as for the deputy headteacher, departmental leaders and subject co-ordinators. Overall, these leaders contribute successfully to school improvement. For example, they ensure that the school meets requirements in relation to curriculum coverage. However, leaders do not yet evaluate the quality of aspects of the provision well enough, such as the impact of assessment on teaching. This means that planned activities in lessons do not always match pupils' needs accurately. Arrangements for leaders to have a direct influence on improving the quality of teaching and learning are at an early stage of development.

The headteacher and senior leaders work closely with the governing body on all improvement issues. This relationship is having a positive impact on the school's work.

Recommendation 2: Raise pupils' standards in Welsh in key stage 2

Satisfactory progress in addressing the recommendation

Teachers provide valuable, daily opportunities for pupils to use and develop their Welsh language skills. They deliver a detailed and progressive scheme of work appropriately. This is beginning to have a positive impact on standards.

Many pupils in key stage 2 have positive attitudes to learning Welsh and develop their speaking, reading and writing skills appropriately. Many pupils respond to questions about their interests with developing confidence using a range of suitable sentence patterns. They use the present and past tenses competently, for example to explain where they have been on holiday. A majority read with developing fluency and show a satisfactory understanding of basic texts. They produce written work of a suitable standard. By the end of Year 6, many pupils use writing frameworks successfully. A minority write well independently, for example to recount a visit to Cardiff.

The recently established 'Cryw Cymraeg' promotes the use of Welsh around the school enthusiastically, for example through 'a phrase of the week' and the use of a 'tocyn iaith' system. As a result, a few pupils are beginning to use Welsh outside of formal lessons.

Recommendation 3: Improve pupils' standards in writing at length

Strong progress in addressing the recommendation

The school provides frequent opportunities for pupils to write at length in language lessons. As a result, many pupils now demonstrate the stamina to produce extended pieces of writing of good quality that are appropriate to their age and ability. However, pupils do not consistently apply their writing skills to the same standard in their work across the curriculum.

In the Foundation Phase, most pupils write well in a range of forms including letters, recounts, stories and poems. They organise their writing well and use a good range of imaginative vocabulary, for example when retelling the myth of the red and white dragons. They use basic punctuation successfully to organise their work. A few more able pupils use speech marks and more advanced punctuation accurately as part of their story writing. Many pupils' handwriting is neat.

In key stage 2, most pupils produce writing of a good standard for a range of purposes. They demonstrate imaginative ideas and make good vocabulary choices that add interest to their work and engage the reader. Many pupils understand the features of fiction writing. For example, they use simile and metaphor well as part of their poetry writing. Many more able pupils write with a high degree of creativity. For example, Year 6 pupils describe the conditions endured by Ernest Shackleton as part of an imaginative recount of his journey to the South Pole.

In key stage 2, teachers encourage all pupils to use higher order punctuation and grammar features. However, a minority of pupils do not use basic features of punctuation such as full stops and capital letters accurately.

Recommendation 4: Ensure that the provision for developing pupils' skills is progressive and co-ordinated across the school.

Strong progress in addressing the recommendation

Since June 2015, senior leaders have led the school through a detailed review of its curriculum coverage and planning systems. The school now addresses the statutory curriculum and appropriate long, medium and short-term plans are in place. Planned topics are effective in engaging and motivating nearly all pupils.

The school has adopted a number of published and regional consortium curriculum schemes. These are helpful in supporting the school to provide for a progressive development of pupils' literacy, numeracy and information and communication technology (ICT) skills. However, teachers are highly reliant on published schemes and do not always adapt the content to meet the needs of pupils well enough.

Teachers plan useful opportunities for pupils to apply their skills across the curriculum, particularly their ICT and numeracy skills. For example, pupils in Year 4 use the 'auto sum' function in a spreadsheet program to calculate the total cost of a journey to Lourdes. The innovative use of hand held devices by pupils to record and share their work with parents is successful in developing their ICT communication skills.

Teachers provide a broad range of opportunities for pupils to write within language lessons but, overall, they do not provide sufficient opportunities for pupils to write at length in their work in other subjects or topics.

Recommendation 5: Use teachers' ongoing assessments of what pupils can already do to challenge all pupils, especially the more able

Satisfactory progress in addressing the recommendation

The school has established appropriate systems to assess and track the progress of pupils. Across the school, teachers use a consistent system to identify the success criteria for tasks in lessons. These are useful in providing pupils with clear guidance on how to be successful in their work. Teachers' marking frequently refers to the success criteria for the task. Nearly all pupils respond well to this and make improvements to their work as a result. Teachers record pupil progress regularly using a suitable tracking system. However, teachers do not always use the available assessment information well enough to match learning experiences to the needs of learners of different abilities. As a result, not all pupils make the progress they are capable of during lessons and over time.

Recommendation 6: Improve the effectiveness of the governing body

Very good progress in addressing the recommendation

The governing body fulfil all statutory duties and provide valuable support to the school's leadership. There are comprehensive arrangements for all governors to undertake relevant training and useful induction procedures for new governors. This ensures that governors develop the required skills, knowledge and understanding to perform their roles successfully.

There are suitable committee structures and sensible arrangements to deploy governors to specific positions, for example as link governors for areas of learning. A detailed calendar of events and well-focused meetings keep governors' work on track effectively. As a result, they keep all policies and progress towards inspection recommendations under diligent review. Comprehensive headteacher's reports provide governors with valuable information about all aspects of the school's work. Overall, governors have a thorough understanding of the school's progress to date and a clear focus on where the school needs to develop further.

Many governors are closely involved in the day-to-day life of the school. They contribute positively to school improvement work. Regular activities, such as book scrutiny, are beginning to have a positive impact on aspects of the school's work. These include changes to approaches to marking pupils' work across the school. Governors provide appropriate levels of challenge in relation to the standards that pupils achieve, for example through the headteacher's performance management process. They support the developing team ethos at the school well, for example by attending whole school training days.

Recommendations

In order to maintain and improve on this progress, the school should continue to sustain the level of progress it has already made, and continue to address those inspection recommendations where further progress is required.