



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

A report on
Templeton Community Primary School
School Road
Templeton
Narberth
Pembrokeshire
SA67 8RS

Date of inspection: December 2017

by

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

About Templeton Community Primary School

Templeton Community Primary School is on the outskirts of the small village of Templeton between Narberth and Kilgetty, in Pembrokeshire. The school serves a very large rural catchment area with most pupils travelling a distance. There are 110 pupils on roll, including 3 part-time nursery pupils, in four mixed-age classes.

The percentage of pupils eligible for free school meals is around 1.9%. This is well below the Wales average of 19%. Around 23% of pupils are on the additional needs register, which is just above the Wales average of 21%. Most pupils are white British. A very few pupils learn English as an additional language and hardly any pupils speak Welsh at home.

The school joined in an informal federation with Templeton Community Primary School in September 2014. This arrangement was formalised in April 2016 and a single senior management team and governing body oversees both schools.

The headteacher, who was the existing headteacher of Tavernspite Community Primary School, became executive headteacher of the school in September 2014. Templeton's last inspection was in February 2009. This is the first inspection of the federated school.

Further information is available from the Welsh Government My Local School website at the link below.
<http://mylocalschool.wales.gov.uk/Schools/SchoolSearch?lang=en>

Summary

Leaders of the federation have established a successful focus on ensuring that pupils attain and achieve well by the time they leave the school. A particular strength is the way leaders use expertise from one school to mentor newly qualified teachers in the other. This leads to exemplary provision and standards at the end of key stage 2 in Templeton.

Most pupils start school with skills at or above those expected for their age and stage of development. They build well on these skills and respond enthusiastically to the variety and breadth of experiences offered by teachers and from the wide range of interesting visits and after school clubs. As a result, by the time they leave school, pupils' ability to apply their highly developed speaking, writing, numeracy, information and communication technology (ICT) skills and their emerging Welsh skills, across the curriculum, is excellent.

Inspection area	Judgement
Standards	Excellent
Wellbeing and attitudes to learning	Good
Teaching and learning experiences	Good
Care, support and guidance	Good
Leadership and management	Good

Recommendations

R1 Improve pupils' reading skills

R2 Develop pupils' independent learning skills

R3 Identify clearly actions to secure improvements within the school improvement plan

What happens next

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

Estyn will invite the school to prepare a case study on its work in relation to either 'Developing a joined up skills based curriculum at key stage 2' or 'Using mentoring and coaching to support the development of NQTs' for dissemination on Estyn's website.

Main findings

Standards: Excellent

Most pupils start school with skills at or above those expected for their age and stage of development. In the foundation phase and lower key stage 2, most pupils make beneficial progress in developing their skills. In upper key stage 2, many pupils make rapid progress and achieve excellent standards in their speaking, writing, numeracy, information and communication technology skills (ICT) and in their application of these skills across the curriculum.

By the end of key stage 2, nearly all pupils' have very well developed speaking skills and respond to questions maturely and in detail, using a rich and varied vocabulary. Most listen well to each other and develop shared ideas expertly. A notable example of this is the sophisticated manner in which pupils identify and discuss key features in the work of various poets before combining these elements to write their own poems. Nearly all older pupils develop as able readers. They apply their advanced reading skills regularly and purposefully when gathering information from a range of sources independently. One of the school's notable strengths is the way that many older pupils in key stage 2 write to a very high standard for different purposes, in a wide range of topics and contexts. They demonstrate a very good understanding of different forms of writing. Most pupils' writing is lively, imaginative and well crafted. They engage the reader thoroughly with vivid imagery based on their experiences and the community they live in. A particular example of this is the striking picture they create when viewing New York City from above as, 'people sauntering below like ants' and 'cars squabbling for space like rams for territory'.

Nearly all pupils, by the end of key stage 2, develop their numeracy skills to a very high standard. Most recall number facts quickly, applying previous learning in new situations confidently. Most develop impressive numerical reasoning skills through rich tasks that combine a wide range of literacy, numeracy, ICT and thinking skills. A notable example is a scientific and sports experiment where pupils collaborated effectively to take measurements and to record and interpret their collected data in a spreadsheet. They then produced a scatter graph to investigate whether height links to speed. This work is exemplary. Most apply their numeracy skills meaningfully in a wide range of applications throughout the curriculum. For example, pupils in Year 6 confidently solve a numerical problem about organising relief work in a developing country.

In the foundation phase, most pupils' speaking and listening skills are strong and they listen well to each other and to adults. Most respond to instructions and questions confidently and explain clearly, what they do in tasks. Most make steady progress with their reading skills and develop a love of books. However, pupils have too few strategies to help them to read tricky words and this limits their fluency. Overall, most foundation phase pupils make steady progress with their writing skills. Their presentation is good and most pupils enjoy writing and do so at length. More able pupils write in a lively and interesting style engaging the reader well, for example when they write questions in preparation for an interview with a character from the movie 'Titanic'.

Many foundation phase pupils use their numeracy skills effectively. These pupils have a sound understanding of place value and multiplication. Most recall number facts well and use their reasoning skills successfully to solve number problems. They measure and use data increasingly accurately and present it in different forms, such as graphs or tables. For example, they calculate successfully how far they live away from school using a piece of string and a map, record the information in a table and create a bar graph based on this.

Most pupils in the foundation phase develop a good range of ICT skills and use them purposefully across the curriculum. Most pupils combine words and drawings effectively. They begin to give programmable toys instructions to move them purposefully from place to place. By the end of key stage 2, nearly all pupils develop the full range of ICT skills to very high standards and apply them highly effectively across the curriculum. They send and receive emails and class messages very confidently and create impressive multimedia presentations to support learning across the curriculum. Most interrogate and create databases confidently such as when researching the planets. Many develop their thinking and problem-solving skills to a very high standard when creating formulas in spreadsheets, for instance to model the cost of a Victorian tea party.

Most pupils have a very positive attitude to learning Welsh and use the language with growing confidence outside Welsh lessons in wide range of contexts. From the beginning of the foundation phase, pupils understand and follow simple instructions well and begin to use a few words and phrases regularly. As they progress through key stage 2, most pupils continue to develop their speaking skills well, using the past tense and including more detail in their answers. Across the school, pupils write in Welsh regularly for a wide variety of purposes. For example, younger pupils take turns to take home a book sack with games and write simple sentences to describe the activity, involving their parents well in their learning. By the end of key stage 2, pupils build on these skills successfully and write regularly for different contexts such as an engaging description of their favourite pop star. Most pupils read back their own work successfully and older pupils are beginning to read simple texts with understanding.

Wellbeing and attitudes to learning: Good

Nearly all pupils feel safe and happy in school and have a secure awareness of how to stay safe online. They behave well as they move around the building and have a very caring attitude towards others that contributes positively to their wellbeing. The way pupils support each other is a strength within the school. For example, ambassadors support pupils play at lunchtimes and help them develop resilience within their friendships. Reading mentors in key stage 2 collaborate with pupils in foundation phase and this is successful in developing a love of reading.

Nearly all pupils enjoy learning and are enthusiastic about coming to school and most pupils engage very well in tasks. By the end of key stage 2, most pupils sustain concentration for significant periods and complete a substantial amount of interesting work. This is a particular strength of the school. However, many pupils in the foundation phase are over reliant on staff direction and do not always develop their independent learning skills well enough.

The pupils' voice plays an important role in the life of the school. Each class has an elected representative who take ideas on their behalf to the full school council. The school council inform all pupils of their decisions in the school assembly.

Representatives speak confidently about their role and give informed reasons for decisions they have made, which affect school life. For example, the school council used monies made available by the school to purchase equipment such as a playground slide and introduced posters to warn about the effects of bullying.

Many pupils are aware of the importance of healthy eating and have a good understanding of how to stay healthy. They enjoy a wide range of sporting activities, both in school and in the wider community, and many pupils benefit from the broad range of extra-curricular clubs on offer. They also develop a very good sense of the importance of taking care of their world through valuable environmental projects such as collecting rubbish from a local beach.

Most pupils develop the skills to become ethically informed citizens and know they have rights and responsibilities as children. Pupils of all ages are involved in charitable work and raise money for local and national causes, such as Children in Need.

Attendance does not compare well with similar schools over the last few years.

Teaching and learning experiences: Good

Overall, the quality of teaching is good. In the few instances where teaching is excellent, teachers' aspirations for pupils' learning are exemplary and they apply their subject knowledge in an engaging manner, which enthuses the pupils. For example, they develop pupils' numerical reasoning skills to a very high standard through rich tasks that combine a wide range of literacy, numeracy, ICT and thinking and problem solving skills. Lessons proceed efficiently and build systematically on what pupils know. For example, the provision to develop pupils' writing as part of a process is excellent in upper key stage 2. However, in the few instances where teaching is not as strong, expectations are not high enough, especially with regard to the standard of pupils' presentation and spelling.

Nearly all teachers are effective language role models and have positive working relationships with pupils. They use a good range of questioning techniques, for example to challenge any misconceptions that pupils have, during lessons. However, in a few instances, teachers and support staff do not allow pupils enough time to find answers for themselves and this limits their ability to develop as independent and confident learners. In the foundation phase, teachers provide engaging learning experiences and imaginative learning environments for pupils, linked to topics. For example, they use their work about the story of Elmer the elephant as a stimulus for making models in different materials. However, they do not always capitalise fully on these activities to develop pupils as independent learners, for example by allowing pupils to direct how and what they learn.

Across the school, most teachers use a good range of teaching strategies well. They use assessment for learning strategies such as modelling particularly well. They share learning intentions and success criteria effectively to help pupils to understand

how to be successful in their work. Overall, pupils understand these well. Arrangements to coach pupils to reflect upon and improve their own learning are outstanding, especially in upper key stage 2. For example, older pupils use the school's self-editing tool effectively when writing and identify opportunities for improvement as a natural part of the writing process.

The school's thematic approach to curriculum planning is innovative and meets all requirements. There are comprehensive arrangements to develop pupils speaking and listening, writing, numeracy and ICT skills. This ensures that pupils develop their skills progressively, to a high standard and usually in real life contexts. The development of pupils' skills in combination is an excellent feature of the school's work in upper key stage 2. For example, pupils use very well developed data handling skills to produce spreadsheets that calculate the cost of a Victorian tea party. However, overall, the school does not succeed in developing pupils' early reading skills well enough. As a result, pupils do not develop sufficient strategies to help them read unfamiliar or tricky words.

The school promotes the Welsh language and culture effectively. Carefully planned Welsh language lessons link well to pupils' other learning experiences. For example, pupils apply Welsh language and mathematical skills such as time well in combination through opportunities to create daily diaries, and then describing in Welsh what they eat at this time. Teachers provide valuable opportunities for pupils to use the Welsh language during ICT lessons, for example by creating a bar graph. Pupils have regular opportunities to learn about the culture of Wales, and benefit from opportunities to use their Welsh during, for example the annual Eisteddfod.

This school's provision to develop pupils as ethical citizens is effective. This often links well to the school's local context. For example, pupils entered local competition for creating a sculpture from recycled materials. They also take active role in cleaning local beaches. Within topic work, teachers draw well upon local resources such as St David's cathedral and Skomer island to add context to pupils' learning. The school provides extensive and effective opportunities for pupils to learn in the outdoors, for example through regular visits to local forest school environments.

Care, support and guidance: Good

The school has a strongly inclusive ethos, and teachers support pupils' personal development, including their spiritual, moral, social and cultural development well. There are effective procedures for helping pupils understand how to make healthy lifestyle choices. Throughout the school, there is a particularly strong emphasis on developing positive attitudes to an active lifestyle. For example, pupils have regular opportunities to take part in running challenges and to exercise in the well set out outdoor environment. There are frequent opportunities for pupils to compete in sporting events in the local community. This helps build their confidence and resilience as well as developing their social skills as they travel to events alongside pupils from the nearby federated school. The school promotes healthy eating successfully, such as by providing healthy snacks through the school tuckshop.

Staff support pupils' personal and social development particularly well. There is a strong focus on providing meaningful opportunities for pupils to learn to take on real responsibilities as part of the school community. For example, pupils contribute

effectively through the work done by the eco committee, the school council and the 'Criw Cymraeg', including a recent poster campaign led by the school council to share valuable anti-bullying messages. Older pupils show concern and respect for younger pupils, for instance by establishing an informal rota for listening to younger pupils read at the breakfast club. The school provides worthwhile opportunities for pupils to learn about Welsh culture, the local community and the wider world in their lessons and through assemblies and regular enrichment activities including visits to places of interest. For example, they learn about famous personalities and study the work of artists such as William Morris to gain a valuable insight into their Welsh heritage. The whole school benefits from particularly meaningful, first-hand opportunities to learn about and connect with the natural environment through regular visits to forest school and woodland sites. These visits inspire pupils to become enthusiastic learners, take risks and develop their confidence and resilience effectively.

Teachers assess pupils carefully when they start school, and there are thorough systems in place for tracking and monitoring pupils' progress and wellbeing as they move between year groups. This supports teachers effectively to identify pupils in need of additional support. The school provides a useful range of interventions to help targeted pupils make appropriate progress, including careful planning to support more able learners effectively. Teachers generally identify helpful targets to support pupils with additional learning needs. They share these regularly with parents, and make good use of advice from outside agencies when this is appropriate. They review pupils' progress against their targets regularly. However, occasionally, targets and reviews are not specific enough to ensure that all pupils make the best progress over time.

There is a strong nurturing ethos, with an active focus on supporting pupils' emotional needs. For example, pupils benefit from opportunities to practise their reading alongside a specially trained dog, helping them develop their skills in a calm and supportive environment. The school makes good use of a recently developed nurture facility to support individual pupils' needs well. There is a strong and consistent approach to managing behaviour throughout the school.

The school monitors and tracks pupils' attendance carefully and ensures that pupils and parents understand the importance of regular attendance. Leaders track pupils' performance carefully to identify and address any issues linked with poor attendance. However, the school's initiatives to improve attendance have not had time to embed fully and impact positively on overall attendance figures.

School leaders have developed a strong and constructive partnership with parents since the establishment of the new federation. As a result, parents have great confidence in the leadership and appreciate the improvement in provision and standards.

Leadership and management: Good

The federation's leadership team has a clear vision that they share effectively with staff and the community. They work well together to establish clear policies and consistent practice across the federation. Leaders have a wide range of skills that match well to their areas of responsibility. For example, the assistant headteacher

leads on developing a skills based curriculum at key stage 2. This work has been highly effective in developing pupils' ability to apply their skills in a range of work at an impressive standard. Leaders share their skills and expertise usefully across both schools. The headteacher's commitment to keeping teaching and learning as the focus for all of the federation's work and his desire to develop the skills of his staff is a strength. This has developed the practices of all staff from their different starting points and ensured that by the end of key stage 2 in both schools, most pupils achieve highly.

Meetings provide good opportunities for teachers across the federation to share ideas, learn from each other and discuss pupils' standards. This has helped to create a team ethos and a climate of mutual support amongst staff. Senior leaders often use these meetings to model good practice, for example in providing effective feedback to pupils on how to improve their work. Senior leadership meetings focus well on sharing the outcomes from monitoring activities such as the scrutiny of pupils' work and lesson observations. Leaders use this information successfully to design bespoke coaching programmes for individuals and to inform whole school professional learning events. However, leaders have not always looked closely enough at the effect of teaching on pupil's learning. For example, making the link between the high levels of direction by staff and younger pupils' lack of opportunities to become independent, investigative learners. Newly qualified teachers and other teachers new to the school receive very high levels of support that benefits their practice greatly. This very focussed mentoring has had a significant impact on improving standards in upper key stage 2, in Templeton, in particular.

Nearly all teachers take part in regular monitoring activities to inform their knowledge about the subjects and areas they lead. Many produce evaluative reports that identify suitably strengths and areas for development in the school's provision. However, the plans do not generally contain enough information on what pupils can do or about what needs to improve in relation to standards. This means that the school is not always sure about where to best target its support in terms of raising standards in specific areas.

Leaders use the outcomes from an appropriate range of evaluation activities effectively to inform the federation's targets for further improvement. For example, they identified appropriately the need to improve further pupils' ability to use a range of strategies to decode unfamiliar words when reading in English. Overall, the federation has a good track record of bringing about the desired improvements. For example, it has worked successfully to improve the provision for and standards of pupils' Welsh language skills. However, on occasion the planned actions do not contain enough detail to bring about the desired outcomes.

The governing body supported the transition into the federation well. Working with the school's leadership, they helped to ease initial community concerns. For example, they ensured equitable representation between governors who had served at each of the schools in the pre-federation days on the governing body of the federation and within committees. Senior leaders keep governors well informed about the school's progress towards achieving the targets in its improvement plan. The termly headteacher's report to governors is informative and contains much relevant information that enables governors to ask pertinent questions in order to support the school. A few governors take part in monitoring and evaluation activities and this helps leaders to gain an outside perspective.

The headteacher and governors monitor the schools' budgets diligently. They allocate funding appropriately to support improvement, for example to purchase ICT equipment and outdoor resources. The parents and friends association of both schools in the federation make valuable contributions towards the individual budgets and leaders use these monies well to improve resources in each school respectively. The school makes suitable use of the pupil development grant. For example, it has trained a member of support staff to deliver programmes to improve pupils' standards in English and to run workshops for parents.

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.wales)

Estyn evaluates a provider's effectiveness using a four-point judgement scale:

Excellent	Very strong, sustained performance and practice
Good	Strong features, although minor aspects may require improvement
Adequate and needs improvement	Strengths outweigh weaknesses, but important aspects require improvement
Unsatisfactory and needs urgent improvement	Important weaknesses outweigh strengths

The report was produced in accordance with Section 28 of the Education Act 2005.

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

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Publication date: 08/02/2018