



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

**A report on**

**Lamphey C.P. School**

**Lamphey  
Pembroke  
Pembrokeshire  
SA71 5NW**

**Date of inspection: November 2024**

**by**

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

## About Lamphey C.P. School

Name of provider	Lamphey C.P. School
Local authority	Pembrokeshire County Council
Language of the provider	English
School category according to Welsh-medium provision	
Type of school	Primary
Religious character	*
Number of pupils on roll	199
Pupils of statutory school age	146
Number in nursery classes	28
Percentage of pupils eligible for free school meals over a three-year average (The national percentage of pupils eligible for free school meals over a three-year average in Primary is 22.9%)	6.6%
Percentage of pupils identified as having additional learning needs (a) (The national percentage of pupils identified as having an additional learning need in Primary is 11.1%)	27.4%
Percentage of pupils who speak Welsh at home	0.0%
Percentage of pupils with English as an additional language	0.0%
Date of headteacher appointment	16/04/2011
Date of previous Estyn inspection (if applicable)	08/01/2018
Start date of inspection	11/11/2024

Data reported is sourced from the latest available Pupil Level Annual School Census. These figures may be slightly different to those observed during the inspection.

Further information is available from the Welsh Government My Local School website: [mylocalschool.gov.wales](https://mylocalschool.gov.wales)

- a. The term 'additional learning needs' is being used to describe those pupils on the SEN/ALN register of the school.

## Summary

Leaders, governors and staff at Lamphey Primary School share a clear and successful vision for a highly inclusive school that values all members of the school community. They support pupils' well-being exceptionally well. All staff act as positive role models and create a nurturing and harmonious environment. They develop effective and respectful working relationships with pupils and each other. Teachers have high expectations for pupils' behaviour. As a result, nearly all pupils are polite, caring and supportive of each other. They display exemplary behaviour.

Leaders and governors regularly undertake a range of monitoring activities which draw on first-hand information to support the work of the school. However, leaders do not evaluate the impact of improvement actions on pupils' progress sufficiently.

Teachers thoughtfully plan lessons that build on pupils' prior learning and most pupils make good progress. Pupils with additional learning needs (ALN), make strong progress towards their individual learning goals. Teachers provide pupils with worthwhile opportunities to influence their learning. Pupils engage extremely well but do not have sufficient opportunities to make decisions about how they learn. In a minority of lessons, teachers over-direct learning and in these instances the pace of their lessons is too slow. This inhibits a minority of pupils' development as independent learners and results in a few younger pupils losing interest in their learning.

Most pupils develop as competent mathematicians. They write effectively for a range of purposes and make exceptionally effective progress in developing their reading, speaking and listening skills. Teachers offer a wide range of opportunities for pupils to develop and apply their digital skills.

## Recommendations

We have made two recommendations to help the school continue to improve:

- R1 Sharpen self-evaluation to ensure that the school has a clear understanding of the impact of its work on pupil progress
- R2 Increase opportunities for pupils to develop as effective independent learners

## What happens next

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

## Main evaluation

Lamphey Primary School is a happy and harmonious school. Leaders provide compassionate leadership and create a caring and inclusive environment, where pupils and staff feel valued and respected. The school's provision to support pupils' personal development and well-being is effective. Staff create a caring and friendly ethos, underpinned by high expectations for behaviour, which ensures that pupils' well-being thrives. Staff know their pupils well and have strong working relationships with them. They support pupils' spiritual, moral, social and cultural development successfully through learning and collective worship.

The school is developing a curriculum that enables most pupils to make good progress in developing their knowledge, skills and understanding through a range of interesting learning experiences. Pupils with ALN make strong progress towards their individual learning goals. Teachers provide pupils with worthwhile opportunities to influence the content of their learning, and nearly all engage extremely well during lessons. Teachers thoughtfully plan lessons that build on pupils' prior learning. They provide clear and purposeful feedback that supports pupils to review and improve their own and others' work. They use questioning effectively to extend and deepen pupils' thinking. However, teachers over-direct learning too often, inhibiting pupils' development as independent learners. The pace of lessons is, at times, too slow. As a result, a minority of younger pupils lose interest and do not always make the progress they could in these sessions.

Pupils are proud of their school and the community they live in. The school uses trips and visitors well to enhance pupils' learning. Teachers use the local area, including beaches and historical sites to provide meaningful opportunities for pupils to learn about the geography, culture and heritage of Wales.

Many pupils make exceptional progress in developing their speaking and listening skills. They speak with clarity using a wide range of purposeful vocabulary. The school places a high priority on the development of reading skills and, as a result, nearly all pupils develop a love of reading, books and stories. By the time they leave the school, pupils read regularly and most develop as fluent, expressive readers with a clear understanding of what they read. Most pupils apply their writing skills effectively in their work across the curriculum. They structure their writing well and older pupils choose interesting vocabulary for effect. Teachers model the Welsh language successfully and provide plentiful opportunities for many pupils to develop their Welsh language skills appropriately.

Across the school, teachers support most pupils to develop as competent mathematicians who apply their skills across the curriculum well. For example, Year 4 pupils use their knowledge of calculating area to create a tomb for a Pharaoh during their topic on the Egyptians. Throughout the school, teachers provide a good range of opportunities for pupils to use digital technology and pupils develop positive attitudes towards developing their digital skills. Younger pupils use code to program movable toys, and older pupils make their own 'conductive' testing stations during their work on electricity. Nearly all pupils have a clear understanding of how to keep themselves safe online.

Across the school, pupils benefit from opportunities to develop their skills in the expressive arts. Reception pupils use colour, line and pattern thoughtfully when decorating leaves and the oldest pupils design repeating patterns in the style of William Morris. Year 4 and 5 pupils use drama to explore and think about the lifestyles of people living in poverty and for those in power in Tudor times. These experiences help pupils to develop skills, such as empathy. Teachers plan for pupils to develop their physical skills well. For example, in Years 1 and 2, pupils develop their dexterity when hopping and jumping precisely. Year 3 and 4 pupils develop accuracy and control when passing footballs to each other.

The school ensures that pupils are given beneficial opportunities to make key decisions on how to improve the school. For example, as members of highly effective leadership groups, pupils made suggestions that lead to the development of a trim trail in the school's outdoor environment. Pupils talk enthusiastically about how they feel the school values their ideas and opinions.

The school has a well-embedded and robust culture of safeguarding. This results in most pupils feeling safe and happy. The school addresses poor attendance successfully. As a result, attendance is improving, and pupils arrive at school punctually and ready to learn.

Leaders develop strong relationships with parents and the community. They monitor the work of the school regularly, using a range of information. However, although there is a substantial commitment to staff professional learning, leaders do not evaluate its impact on pupils' progress well enough over time. Governors are closely involved in monitoring activities, enabling them to understand the work of the school. The headteacher and governors monitor spending carefully to ensure that they use resources beneficially to staff the school and to support pupils' well-being

### **Additional information**

The school's arrangements for safeguarding pupils do not give any cause for concern.

The school's arrangements for site management give cause for concern.

The school has appropriate arrangements for promoting healthy eating and drinking.

Leaders and governors manage the school's finances appropriately, including the use of the pupil development grant.

## Evidence base of the report

Before an inspection, inspectors:

- analyse the outcomes from the parent/carer and pupil questionnaires and consider the views of teachers and the governing body through their questionnaire responses

During an inspection, inspectors normally:

- hold a meeting with parents/carers to hear their views on the school and its effectiveness
- meet the headteacher, governors, senior and middle leaders (where appropriate) and individual teachers to evaluate the impact of the school's work
- meet pupils to discuss their work, to listen to them read and to gain their views about various aspects of their school
- meet groups of pupils in leadership roles, such as representatives from the school council and eco-committee
- visit a broad sample of classes, including learning support groups and undertake a variety of learning walks to observe pupils learning and to see staff teaching in a range of settings, including classrooms, support groups and in outdoor areas
- where appropriate, visit the specialist resource base within the school to see pupils' learning
- observe and speak to pupils at lunch and break times and at a sample of after-school clubs, where appropriate
- attend assemblies and daily acts of collective worship
- look closely at the school's self-evaluation processes
- consider the school's improvement plan and look at evidence to show how well the school has taken forward planned improvements
- scrutinise a range of school documents, including information on pupil assessment and progress, records of meetings of staff and the governing body, information on pupils' well-being, including the safeguarding of pupils, and records of staff training and professional development

After the on-site inspection and before the publication of the report, Estyn:

- review the findings of the inspection alongside the supporting evidence from the inspection team in order to validate, moderate and ensure the quality of the inspection

## Appendix 1: Numbers – quantities and proportions

The report makes references to different quantities and proportions e.g. '*most pupils...*' or '*very few pupils...*'. We use these terms to describe quantities and proportions as outlined in the table below:

nearly all =	with very few exceptions
most =	90% or more
many =	70% or more
a majority =	over 60%
half =	50%
around half =	close to 50%
a minority =	below 40%
few =	below 20%
very few =	less than 10%

## Copies of the report

Copies of this report are available from the school and from the Estyn website ([www.estyn.gov.wales](http://www.estyn.gov.wales))

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

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

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