



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**

**The Greenhill School  
Heywood Lane  
Tenby  
Pembrokeshire  
SA70 8BN**

**Date of visit: November 2019**

**by**

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

## Outcome of visit

The Greenhill School is judged to have made insufficient progress in relation to the recommendations following the most recent core inspection.

As a result, Her Majesty's Chief Inspector of Education and Training in Wales is increasing the level of follow-up activity.

In accordance with the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that special measures are required in relation to this school. The school will draw up an action plan which shows how it is going to address the recommendations.

Estyn inspectors will re-visit the school following receipt of the action plan, to ensure that it is suitable and likely to bring about the required improvements. Inspectors will visit the school again, in a further four - six months' time, to monitor progress in addressing a sample of the recommendations.

Under the provisions of Section 39 (9) of the Education Act 2005, every annual report to parents prepared by the governing body under Section 30 of the Education Act 2002 must include a statement on the progress made in implementing the action plan.

The Education (Induction Arrangements for School Teachers) (Wales) Regulations 2015 state that an induction period may not be served in a school requiring special measures i.e. as described in grounds 6 or 8 in section 2 of the School Standards and Organisation (Wales) Act 2013 (1). The presumption is that schools requiring special measures are not suitable for providing induction for newly qualified teachers, other than in exceptional circumstances. Therefore, schools requiring special measures should not normally appoint a newly qualified teacher (NQT) to their staff.

## Progress since the last inspection

### **R1 Improve standards of pupils' work in lessons**

Since the time of the core inspection, there has been insufficient improvement in the standards that pupils achieve. The majority of pupils recall prior learning appropriately, for example when using their knowledge of factorisation to simplify algebraic fractions. In general, the majority of pupils make suitable progress in developing their knowledge, skills and understanding. However, in a minority of instances, pupils make little or no progress in lessons.

The majority of pupils have sound numeracy skills. They draw line graphs with appropriate attention to the precision of points, axes, scale and best fit, and use information from climate graphs in geography to reach reasoned conclusions. A few pupils have strong numeracy skills and apply these well in different contexts. For example, they use numbers in standard form when performing a range of

calculations related to the properties of the solar system. At the time of the core inspection, inspectors identified shortcomings in pupils' numeracy skills and a minority of pupils still have weak basic number skills. This limits their ability to apply their skills in different contexts

Many pupils structure their extended writing appropriately, for example when comparing Baptist and Anglican views regarding baptism. A few pupils produce well-crafted, carefully structured writing, demonstrating a clear sense of purpose and audience. For example, these pupils produce evocative descriptions in a dystopian style, using sophisticated and ambitious vocabulary. However, a minority of pupils make frequent basic errors in their written work. These pupils' writing lacks control and they often make poor language choices. They often produce only brief and underdeveloped responses. In general, pupils do not take enough responsibility for proof-reading their own work.

Many pupils have secure basic reading skills. They select relevant information appropriately, such as when they investigate conditions on slave ships. A few pupils use inference and deduction effectively, for example when they analyse the character of Scrooge in 'A Christmas Carol'.

When given the opportunity, the majority of pupils make suitable verbal contributions to lessons, such as when they discuss the key features of a successful presentation as part of the skills challenge. A few pupils express themselves articulately and respond to the ideas of their peers maturely, for example when they explore abstract philosophical questions. However, overall, pupils do not develop their verbal skills across the curriculum well enough. In particular, a minority of pupils do not listen attentively or respectfully enough to their teachers or each other.

Over the last five years, performance at key stage 4 has fluctuated, but has generally been below expectations. In 2019, the school's performance compares more poorly to similar schools than it did at the time of the core inspection.

## **R2 Improve attendance and reduce exclusions**

The school has deployed suitable strategies to improve attendance and reduce fixed-term exclusions. It has continued to use the range of beneficial actions identified in the previous monitoring visit. This has helped to improve attendance and punctuality and lower the number of exclusions.

Rates of attendance are now higher than at the time of the core inspection. Although they remain below expectations, they now compare more favourably with those of pupils in similar schools. Following the core inspection, rates of persistent absence reduced steadily. Although they rose slightly in 2019, they are below those in similar schools and have more than halved since the core inspection.

Although the school has been successful in reducing the number of fixed-term exclusions and incidences of significantly poor behaviour, negative attitudes to

learning have a detrimental impact on pupil progress. The school has developed an appropriate behaviour policy and provided suitable training for staff. However, there is too much variation in how consistently and how effectively staff implement the strategies identified in the policy.

Whilst the majority of pupils behave well in lessons and around the school, a minority demonstrate a poor attitude to their learning. These pupils do not listen well enough, and often talk over their teachers and their peers. They do not maintain concentration, complete insufficient work, and disrupt the learning of others. A few pupils demonstrate immature and disrespectful behaviour, both in lessons and around the school.

### **R3 Improve the quality of teaching**

Since the last monitoring visit, the school has used a range of suitable approaches to improve the quality of teaching. In particular, leaders have developed a strong focus on collaborative working both within and between areas of learning. However, since the core inspection there has been insufficient overall improvement in the impact that teaching has on pupils' learning.

In the majority of instances, teaching helps pupils to make sound progress. In these lessons, teachers demonstrate enthusiasm for their subject and provide clear and engaging explanations. They have a clear picture of what they expect pupils to know, understand and be able to do, and plan sequences of activities that enable pupils to achieve this. They ensure that the level of challenge of all activities matches the needs and abilities of all pupils. These teachers establish well-understood classroom routines and have clear expectations regarding effort and behaviour. This helps pupils to settle quickly to their learning and sustain their concentration and engagement.

In a minority of cases, teaching is not sufficiently effective. In these lessons, teachers do not make clear enough their expectations regarding pupils' attitudes to learning. They do not challenge pupils' lack of engagement effectively enough. In these lessons, teachers plan what they want pupils to do, rather than focusing clearly on what they want pupils to learn. In addition, these teachers do not adapt their teaching strategies well enough in light of the progress that they see pupils making. As a result, pupils often spend too long on undemanding tasks. This has a negative impact on their engagement in learning and the progress that they make.

The majority of teachers provide pupils with appropriate feedback and give suitable guidance as to how they can develop their work. As a result, a minority of pupils correct technical inaccuracies in their writing. In a few instances, teachers ensure that pupils make substantial improvements to their work. In the majority of cases, however, teachers do not monitor closely enough how well pupils have responded to their feedback. Consequently, the majority of pupils either make superficial responses or do not respond at all.

#### **R4 Reduce the inconsistency in middle leadership across the school to ensure that all middle leaders lead their departments effectively**

The following evaluation considers, in combination, the impact of middle leadership (recommendation four), accountability processes (recommendation five) and self-evaluation and improvement planning (recommendation six).

Since the core inspection, there have been significant changes in the school's leadership at senior and middle leadership level, including the appointment of a new headteacher two years ago. As well as considerable changes in personnel, the school has carried out substantial restructuring of leadership roles and responsibilities.

The senior team and the governing body have promoted successfully an ethos of support and collaboration amongst staff. They have provided middle leaders with appropriate professional learning opportunities. This has had a recent, positive impact on staff morale, and is beginning to help leaders carry out their role more effectively. Leaders have secured improvements in a few areas, such as attendance and the rate of fixed-term exclusions. However, leadership has had insufficient impact on other important aspects of the school's work, such as pupil standards, attitudes to learning and the effectiveness of teaching. Overall, since the core inspection, progress has been too slow.

The school has refined appropriately its leadership structure to meet school and national priorities. Roles and responsibilities have been suitably rationalised, and are clear and well understood by all staff. The school has refined suitably its arrangements for line management, and this has secured a generally consistent approach. Line management focuses appropriately on individual pupil achievement and progress against departmental improvement priorities. However, the pace of improvement against these priorities has not been rapid enough.

The governing body provides the school with appropriate support and challenge. Together with senior leaders, they have challenged significant underperformance robustly.

The school has a well-organised calendar of self-evaluation activities, which helps senior and middle leaders to collect a wide range of first-hand evidence. 'Pupil Learning Experience Reviews' provide a useful opportunity for staff to work collaboratively to evaluate provision across the school. These activities are beginning to give leaders a more realistic picture of the school's strengths and areas for improvement. However, leaders do not use the wide range of first-hand evidence that they collect effectively enough to address specific issues. In particular, they too often focus on reviewing and amending documentation rather than considering how to adapt classroom practice in order to improve the impact of teaching. Overall, many leaders have an overgenerous view of the school's effectiveness, particularly regarding pupils' attitudes to learning. This limits their capacity to secure improvement.

**R5 Improve processes to strengthen the accountability of senior and middle leaders**

Progress against this recommendation is considered in the above evaluation of recommendation four.

**R6 Improve the quality of self-evaluation and improvement planning processes to impact on the standards of pupils' work in class**

Progress against this recommendation is considered in the above evaluation of recommendation four.

**© Crown Copyright 2019: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The material must be acknowledged as Crown copyright and the title of the report specified**