



Rhagoriaeth i bawb – Excellence for all

Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

A report on

**St Teilo's Catholic Primary School
Greenhill Road
Tenby
Pembrokeshire
SA70 7LJ**

Date of inspection: February 2013

by

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



During each inspection, inspectors aim to answer three key questions:

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

Inspectors also provide an overall judgement on the school's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

Judgement	What the judgement means
Excellent	Many strengths, including significant examples of sector-leading practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh areas for improvement
Unsatisfactory	Important areas for improvement outweigh strengths

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

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Context

St Teilo's Catholic Primary School is in the seaside town of Tenby. It serves the Catholic community within the town and in the surrounding areas. The school admits a number of non-Catholic children in accordance with the criteria set out in the school admissions policy. Pupils are from a wide range of backgrounds with housing in the area a mixture of privately-owned homes, rented accommodation and social housing. Families frequently move into and out of the area.

The school caters for pupils between the ages of three and 11. Currently, 91 pupils attend the school, including 22 who attend the nursery either on a full-time or part-time basis. Pupil numbers have fallen since the last inspection. The school is organised into four mixed-age classes. No pupil speaks Welsh as a first language. Fourteen per cent of pupils receive support for English as an additional language and 19% pupils come from an ethnic-minority community. A few pupils enter school with little or no knowledge of English.

Nine per cent of pupils are entitled to free school meals, which is lower than the local authority and all-Wales averages. The school has identified 23% of pupils as having additional learning needs. No pupils have a statement of special educational need.

The headteacher has been in post since September 1988.

The individual school budget per pupil for St Teilo's Catholic Primary School in 2012-2013 means that the budget is £3,641 per pupil. The maximum per pupil in the primary schools in Pembrokeshire is £5,870 and the minimum is £3,138. St Teilo's Catholic Primary School is 32nd out of the 61 primary schools in Pembrokeshire in terms of its school budget per pupil.

Summary

The school's current performance	Good
The school's prospects for improvement	Good

Current performance

The overall judgement of the school's current performance is good because:

- nearly all pupils achieve good standards in many aspects of their work;
- the overall quality of teaching is good;
- pupils enjoy school, are well behaved and relate well to others; and
- there is a very caring ethos within the school, with all staff providing good support and guidance for pupils.

Prospects for improvement

The school's current prospects for improvement are good because:

- the headteacher is a very effective leader who has established a culture that focuses clearly on the maintenance of high standards;
- he is well supported by a committed team of teaching and support staff who work closely together;
- the governing body is well informed about all aspects of the school's performance and provides very effective support and challenge;
- self-evaluation procedures and planning for improvement are well established and securely based on the rigorous evaluation of data; and
- a range of effective partnerships impact positively on the standards pupils achieve.

Recommendations

R1 Raise standards in numeracy and problem solving skills across the curriculum

R2 Use marking consistently to ensure it impacts positively on standards, particularly on the presentation of written work in key stage 2

R3 Focus more clearly on a small number of key priorities for improvement

R4 Improve pupils' attendance

What happens next?

The school will draw up an action plan that shows how it is going to address the recommendations.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Pupils represent the full range of ability, with attainment on entry close to the local average. The achievement and progress of nearly all pupils in lessons are good. Most have a sound recall of their previous learning and build on their skills as they move through the school.

Pupils' communication skills develop well across the school. Nearly all pupils listen very carefully and attentively to staff and each other. Most pupils speak confidently and use interesting vocabulary to express their ideas.

Nearly all pupils in the Foundation Phase make good progress in developing their reading skills. Most pupils talk enthusiastically about books and their favourite stories. They handle books well and the more able read texts accurately. They make good use of their knowledge of sounds and other strategies to help them read words that they encounter for the first time.

By the end of key stage 2, nearly all pupils are confident readers. Most read with fluency and expression, paying good attention to punctuation. All older pupils use non-fiction books very effectively to search for information and make good use of dictionaries to support their work.

In the Foundation Phase, pupils' writing develops well and by the end of the phase many pupils write independently and with increasing fluency. Pupils in key stage 2 make good progress in developing the content of their writing. All ability groups produce lively and interesting pieces of written work. Pupils' use of varied vocabulary and their good development of ideas are a strong feature.

As they move through the school, nearly all pupils make good progress in developing their handwriting, spelling and use of punctuation. However, pupils in key stage 2 do not make consistent use of these skills to ensure that their work is presented to a high standard. Nearly all pupils use their literacy skills well to support their work across the curriculum.

Nearly all pupils make good progress in developing their number skills but their progress in other aspects of numeracy, including problem solving, is not as well developed. In key stage 2, pupils make insufficient use of their numeracy skills in other subjects.

Pupils identified with additional learning needs achieve well against the targets in their individual education plans. Boys and girls achieve equally well relative to their starting points. Very good progress is frequently made by pupils for whom English is an additional language.

The majority of pupils read at a level which is appropriate to their age and ability in Welsh as a second language. Many older pupils are able to hold simple conversations and answer basic questions in Welsh. They write with increasing confidence in Welsh as they progress through the school.

Overall, the school achieves good results at the end of the Foundation Phase and key stage 2. At the end of the Foundation Phase in 2012, nearly all results were higher than the family average. However, the percentage of more able pupils who achieved the higher than expected level (outcome 6) in personal, social, wellbeing and cultural diversity was lower. When compared to those of similar schools, most results at outcome 5 and 6 in 2012 were in the highest 25%. The exceptions were language, literacy and communication skills at outcome 5 and personal, social, wellbeing and cultural diversity at outcome 6.

At the end of key stage 2, all pupils have achieved at least the expected level (level 4) in science and mathematics over the last four years. In English, the percentage who achieved level 4 or above has fallen over this period with results below the family average. Results over the last four years at the higher than expected level, (level 5) for more able pupils, have remained well above the family average in all subjects, except in 2011 when results fell.

When compared with the comparative results of similar schools, the percentage of pupils who achieved level 4 or above in English was in the highest 25% in 2009, but in the lower 50% in 2011. Results at level 5 have consistently placed the school in the highest 25% of similar schools, except in 2011.

The small number of pupils in some year groups has a significant impact on the school's data.

Wellbeing: Good

All pupils feel safe in school and know how to seek help with any problems. They have a good understanding of the need to take exercise and to eat healthily. Attendance has risen slightly over the past year and is currently 93%. However, when compared to those of similar schools, attendance rates have been in the lowest 25% for the past four years.

Nearly all pupils have a positive attitude to their work. They listen intently and concentrate on their tasks. Most pupils discuss their activities with enthusiasm and understanding. They co-operate well as pairs or groups and make confident contributions in classroom discussions. They respect each other's points of view and can justify decisions and opinions.

Pupils' behaviour is very good and the way in which they show care and concern for others is a strong feature. A particular strength of the school is the way that older pupils care for younger pupils through an established buddy system.

Pupils' views are sought, particularly at the start of a topic, and their views are taken into account in the subsequent planning of learning activities. For example, Foundation Phase pupils choose a skill which they need to improve in physical education and then in groups devise an activity to help them to develop this skill.

The school council take their responsibilities seriously. They are proud of their achievements and feel they contribute to decision-making in the school. As they progress through the school, pupils make good progress in developing their independent learning skills. Pupils' involvement in assessing their own learning is developed consistently in all classes. As a result, pupils develop a very clear idea of their strengths and what they need to do in order to improve.

Pupils have a good awareness of the local community and older pupils have a good understanding of life and work outside school.

Key Question 2: How good is provision?	Good
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Learning experiences: Good

The school provides a stimulating and broadly balanced curriculum, which meets the needs of pupils effectively. Good use is made of a variety of visitors and visits to enrich learning. For example, a local policewoman visited older key stage 2 pupils in order for them to carry out an interview through the medium of the Welsh language. The school offers a wide range of extra-curricular activities that enrich pupils' learning. Sports and creative opportunities are a strong feature.

Teachers plan interesting and challenging experiences for the full range of pupils. The curriculum ensures that pupils build their skills in an ordered and progressive way as they move through the school. Teachers in the Foundation Phase plan the use of available outdoor resources well to enhance pupils' learning. The school identifies more able and talented pupils and provides appropriate provision for them.

Planning for the development of literacy and information and communication technology (ICT) skills is good. However, number skills are not consistently developed in subjects across the curriculum.

Provision for Welsh language development is effective. Teachers promote the history, geography, culture and music of Wales very well. All staff ensure that pupils use Welsh appropriately as a medium of communication.

The school provides a good range of opportunities for pupils to learn about sustainable development and global citizenship.

Teaching: Good

The quality of teaching is good across the school. In all classes, teachers create a supportive learning environment and establish good working relationships with pupils. They plan lessons with clear learning objectives and share these with pupils so that pupils understand the purpose of the activities. They use a wide range of teaching strategies effectively and lessons proceed at a lively pace. In nearly all lessons, teachers plan work which is carefully matched to the ability levels of the pupils.

Teachers and teaching assistants work closely together in all classes. Teaching assistants support individuals and groups of pupils well and their work makes a significant contribution to pupils' learning.

Staff regularly assess the progress of individual pupils and the results are analysed carefully. They use the information effectively to identify, for example, those pupils who need support.

The process of setting targets for individual pupils is well established and the school has introduced a range of strategies to involve pupils in assessing their own learning. These strategies have a positive impact on the standards that pupils achieve.

Nearly all teachers mark pupils' work regularly. Marking gives pupils positive feedback but does not always provide sufficient guidance to key stage 2 pupils on what they need to do in order to improve.

Reports to parents are comprehensive and provide clear information on the progress pupils are making.

Care, support and guidance: Good

The school provides a high level of care, support and guidance for its pupils. Pupils and parents value the school's safe and caring environment. There are good arrangements in place to support pupils' wellbeing and healthy lifestyles. For example, the school hosts a 'Healthy Promotion Project' when parents and pupils can learn about oral hygiene, healthy eating and active lifestyles. Pupils learn how to keep safe and there are effective strategies to encourage good behaviour. Pupils are provided with good opportunities to develop spiritually, morally, socially and culturally.

The school's liaison arrangements with a wide range of outside agencies and specialist services, including those provided by the local authority, are good and enable the school to support pupils with specific needs appropriately.

The caring ethos of the school ensures that pupils with additional needs are identified early. There are good procedures and systems in place for supporting and monitoring pupils with additional needs. Teaching assistants provide effective additional support for individuals and groups of pupils. Individual education plans are detailed, regularly evaluated and updated in consultation with parents and pupils.

The school's arrangements for safeguarding pupils meet requirements and give no cause for concern.

Learning environment: Good

The school has established a caring, welcoming and orderly environment where every child is valued. The staff take good account of pupils' backgrounds to make sure that all pupils have equal access to the curriculum and opportunities to succeed in all aspects of school life. The school promotes the importance of diversity and equality well. There is a strong emphasis on celebrating pupils' talents and achievements.

There are enough books, equipment and computers to support the curriculum. Learning resources are of a suitable quality and generally meet pupils' needs

although some of the outdoor play equipment for Foundation Phase is in need of updating. The recently updated ICT equipment is having a positive impact on the standards pupils achieve.

The school site and buildings are clean and well maintained. Staff use the available internal spaces well and generally overcome the limitations of an old building. Displays in classrooms and around the school are attractive and informative. The outdoor areas are spacious with plenty of potential for development.

Key Question 3: How good are leadership and management?	Good
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Leadership: Good

The headteacher provides strong and effective leadership. He has a clear vision for school improvement, which he communicates effectively to staff, parents and pupils.

There is a strong sense of teamwork where staff and governors share a common sense of purpose and direction to maintain high standards. This is reflected well in the very positive ethos throughout the school.

Teachers have a good understanding of the current priorities for development in the school improvement plan. Well-structured performance management arrangements link appropriately with many local and national priorities and identify suitable professional development opportunities for all staff. The headteacher and staff monitor the quality of teaching and learning rigorously. This contributes effectively to improving standards.

The governing body carry out their duties energetically and effectively. Governors have a clear knowledge of the performance of the school and rigorously hold it to account for the standards and quality it achieves. They fulfil their legal and regulatory duties well, and have a very strong commitment to improving their contribution to school improvement. The chairman and headteacher work closely together to provide very good leadership for the governing body.

The school takes good account of local and national priorities. For example, work done to improve standards in Welsh has been very effective and appropriate emphasis is placed on developing pupils' basic skills and healthy lifestyles.

Improving quality: Good

Leaders and managers have an accurate picture and understanding of the school's strengths and weaknesses. The process of self-evaluation involves all staff and draws on a wide range of information. Pupil performance data is carefully analysed to identify how well pupils achieve and used effectively to inform the self-evaluation process. The school also seeks the views of pupils, parents and the local authority and acts on this information appropriately. Consequently, the self-evaluation report accurately reflects the school's strengths and most areas for development.

Priorities from self-evaluation are reflected in the school improvement plan. Plans set out sound strategies for improvements, many of which focus on pupil standards,

but these are not always sufficiently well prioritised. However, work on implementing the priorities in the school improvement plan has had a positive impact on the standards pupils achieve.

The school is a strong learning community and staff have worked closely together in order to implement effectively a number of new approaches to teaching and learning. School staff contribute enthusiastically to the sharing of good practice in the local cluster of schools. Successful projects have included developing the transition arrangements for pupils moving to the high school and work to ensure that assessments at the end of key stage 2 are accurate.

Partnership working: Good

The school works well with a range of strategic partners. It liaises effectively with advisory teachers from the local authority, its partner schools and the secondary school to support pupils' transition at the end of key stage 2. These links ensure that older pupils are appropriately prepared for the next stage of their education.

The school has a strong partnership with parents and they are extremely positive about all aspects of school life, including homework. Parents feel very welcome in school and are kept well informed. This close partnership has a positive impact on pupils' learning.

Close partnerships with the local community through the church, local sports clubs and voluntary organisation, for example Tenby Royal National Lifeboat Institute, also impact positively on the development of pupils' social and life skills.

Resource management: Good

The school manages its financial resources well, with planned spending linked to school priorities. Good use is made of all accommodation and learning resources to ensure maximum benefit to pupils.

There are enough qualified teachers and teaching assistants to deliver all aspects of the curriculum. All staff are deployed well to make the best use of their time, expertise and experience. There are suitable, well-established arrangements to support the professional development of all staff.

The headteacher and governing body monitor the school's budget carefully. Financial responsibilities are clearly defined and well balanced. In view of the good progress made by pupils, the quality of provision and effective leadership, the school provides good value for money.

Appendix 1

Commentary on performance data

The school is the least deprived school in the family. However, the small number of pupils in some year groups has a significant impact on the school's data.

In 2012, all pupils in the Foundation Phase achieved the expected level (outcome 5) or above in mathematical development and personal, social, wellbeing and cultural diversity. In language, literacy and communication skills many pupils achieved this level. Although higher than the all-Wales averages, this placed the school at slightly below the expected level for other schools in the same family.

At the higher than expected level, (outcome 6), the results of more able pupils in language, literacy and communication skills and mathematical development were above the family and all-Wales averages. Results in personal, social, wellbeing and cultural diversity were however, below the expected level.

When compared to those of similar schools, most results at outcomes 5 and 6 in 2012 were in the highest 25%. The exceptions were language, literacy and communication skills at outcome 5 and personal, social, wellbeing and cultural diversity at outcome 6.

At the end of key stage 2, all pupils have achieved at least the expected level (level 4) in science and mathematics over the last four years. In English, the percentage who achieved level 4 or above has fallen over this period. In 2012, results in English were below the expected level in the family and the all-Wales averages. When compared with performance levels in similar schools, the percentage of pupils who achieved level 4 or above in English was in the highest 25% in 2009, but in the lower 50% in 2012.

Results in all subjects over the last four years at the higher than expected level, (level 5), have remained well above the family and all-Wales averages, except in 2011. Over the past four years, results at level 5 have consistently placed the school in the highest 25% of similar schools, except in 2011.

Appendix 2

Stakeholder satisfaction report

Response to learner questionnaire

Forty-four pupils answered the questionnaire.

Nearly all pupils feel safe in school and they think that they are doing well. They feel that they are helped by adults to learn and make progress. Nearly all pupils say that they know what to do and whom to ask if they find their work hard. They agree that there are lots of chances to take regular exercise and that the school teaches them to keep healthy.

All pupils feel that they have enough books, equipment and computers to do their work. Most pupils say that they know whom to talk to if they are worried or upset. Many pupils feel that homework helps them to understand and improve their work in school.

A minority of pupils do not agree with the statement that nearly all children behave well at playtimes and lunch time. They do not think that the school deals well with bullying. Nearly a third of the pupils do not agree that other children behave well and they can get on with their work.

Overall, pupils in St. Teilo's are more positive in their responses about the school than pupils in other schools across Wales.

Response to parent questionnaire

Twenty-three parents responded to the questionnaire.

Nearly all parents who responded to the questionnaire expressed overall satisfaction with the school. They think that their child was helped to settle in well when they started school. They agree that their child is encouraged to be healthy and take regular exercise. Nearly all parents think that pupils behave well in school and feel that all staff treat children fairly and with respect.

All parents feel that their child is safe in school and they say that their children like school. They feel that all staff expect the children to work hard and do their best, and they think that teaching is good. They agree that the school helps the children to become more mature and responsible and that they are well prepared for moving on to the next school.

All parents feel that their child is making good progress and that they are kept well informed about their child's progress. They feel that their children receive appropriate additional support in relation to any particular needs. Most parents feel that homework builds well on what their child learns in school. A few parents do not think that the school provides a good range of activities, including trips and visits.

Most parents feel that the school is well run. A few parents do not understand the procedures for dealing with complaints but all would feel comfortable about approaching the school with questions, suggestions or a problem.

Overall, parents in St. Teilo's are more positive in their responses about the school than parents in other schools across Wales.

Appendix 3

The inspection team

Jane Williams	Reporting Inspector
David Davies	Team Inspector
Julie Ann Price	Lay Inspector
Peter Knight	Peer Inspector
Mr Atherton	School Nominee

Copies of the report

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

Year groups, the Foundation Phase 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 local authorities.

The following table sets out the age ranges relevant to each year group. For example, Year 1 refers to the group of pupils who reach the age of six and Year 13 is the year group who reach the age of 18 during the academic year.

Primary phase:

Year	N	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	3-4	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The Foundation Phase and key stages cover the following year groups:

Foundation Phase	Nursery, Reception, 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

Glossary of terms – Primary

Foundation Phase indicator (FPI)

Progress in learning through the Foundation Phase is indicated by outcomes (from outcome 1 to outcome 6).

The Foundation Phase indicator (FPI) relates to the expected performance in three areas of learning in the Foundation Phase:

- literacy, language and communication in English or Welsh first language
- mathematical development; and
- personal and social development, wellbeing and cultural diversity.

By the end of the Foundation Phase, at the age of seven, pupils are expected to reach outcome 5 and the more able to reach outcome 6.

Pupils must achieve the expected outcome (outcome 5) in the three areas above to gain the Foundation Phase indicator.

The core subject indicator (CSI)

Progress in learning through key stage 2 is indicated by levels (level 1 to level 5).

The core subject indicator in key stage 2 relates to the expected performance in the core subjects of the National Curriculum:

- English or Welsh first language
- mathematics; and
- science

By the end of the key stage 2, at the age of 11, pupils are expected to reach level 4 and more able pupils to reach level 5.

Pupils must gain at least the expected level (level 4) in the three core subjects to gain the core subject indicator.

All-Wales Core Data sets

Inspection reports may refer to a school's performance relative to a family of schools or to schools with a broadly similar proportion of pupils entitled to free school meals.

In relation to free school meals, schools are placed into one of five bands according to the three-year trend in the proportion of pupils entitled to free school meals in the school. The school's performance is then placed into quartiles (from the top 25% to the bottom 25%) in relation to how well it is doing compared with other schools in the same free school meal band.

The Welsh Government created the families of schools (typically a group of 11 schools) to enable schools to compare their performance with that of similar schools across Wales. The composition of the families draws on a number of factors. These include the proportion of pupils entitled to free school meals and the proportion living in the 20% most deprived areas of Wales. They also draw on the proportion of pupils with special education needs at school action plus or with a statement of special educational needs, and pupils with English as an additional language.