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

A report on

Tenby Church in Wales Voluntary Controlled Primary School
Heywood Lane
Tenby
Pembrokeshire
SA70 8BZ

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by

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

About Tenby Church in Wales Voluntary Controlled Primary School

Tenby Church in Wales Voluntary Controlled Primary School is in Tenby in Pembrokeshire. There are 304 pupils on roll, including 32 part-time nursery pupils. The school has six single-age classes, three mixed-age classes and a specialist resource base class for foundation phase and key stage 2 pupils with additional learning needs from across the local authority.

Around 15% of pupils are eligible for free school meals. This is lower than the Wales average of 19%. The school identifies that around 19% of pupils have additional learning needs, which is around the Wales average of 21%. A very few pupils have a statement of special education needs. Most pupils are white British. A very few pupils speak English as an additional language and no pupils speak Welsh at home. The local authority cares for a very few pupils.

The school opened in September 2016 after the closure of two bilingual schools in Tenby: Tenby Voluntary Controlled Infant School and Tenby Community Junior School. Nearly all pupils from the English medium stream of these schools transferred to Tenby Church in Wales Voluntary Controlled Primary School. This is the school's first inspection. The headteacher took up the post in September 2016.

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

The headteacher and his leadership team have brought together staff and pupils from the two former schools successfully. Leaders identify the school's current strengths and areas for improvement accurately. In a short space of time they have brought about considerable improvements to important aspects of the school's work. Pupils enjoy attending school and benefit well from the school's supportive nature and the breadth of extra-curricular and community experiences. Overall, pupils make good progress in developing and using their speaking, reading, mathematical and information and communication technology (ICT) skills. However, there are shortcomings in pupils' standards in writing and Welsh.

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

Recommendations

R1 Improve standards in writing

R2 Improve standards in Welsh

R3 Improve the pace and quality of teaching

R4 Ensure that feedback helps pupils to improve their work and address repeated mistakes

R5 Maximise the use of teaching time to ensure all staff deliver the agreed curriculum and provide pupils with a broad and balanced range of experiences

What happens next

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

Main findings

Standards: Adequate and needs improvement

Most pupils start school with skills around those expected for their age. In many aspects of the curriculum, pupils make appropriate progress as they move through the school. Pupils in the learning resource class make good progress in developing their skills from their individual starting points and against targets in their individual education plans.

On entry to school, many pupils have well developed speaking skills. Pupils explain clearly their wants and needs, often speaking in sentences. A minority of pupils struggle initially to listen to the contribution of others without talking over their peers. However, during their time in school most pupils develop their listening skills well and start to build effectively on the contributions of others. Across the school, pupils speak confidently in a range situations. For example, older key stage 2 pupils pitch their ideas for a stall at the Christmas fair using persuasive language techniques well to convince an audience of the worthiness of their idea.

Pupils in nursery enjoy using their book corner and making up stories to accompany the pictures in their books. They have good book handling skills and see themselves as readers from a young age. As pupils progress through the foundation phase, they learn a useful range of strategies to help them to decode unfamiliar words and to understand the contexts of their books. By the end of key stage 2, many pupils read well for both pleasure and information. They read independently and fluently, using expression and demonstrating a good understanding of grammatical features in the text. However, key stage 2 pupils do not always develop their higher order reading skills well enough, for example when making inferences and deductions based on what they have read.

Pupils make suitable progress in developing their writing skills. In early foundation phase, pupils begin to form letters and many make sound attempts at copying sentences they have related to the teacher. However, too many pupils rely on teacher input for their writing and, as a result, their emergent writing skills develop slowly. As they move through the foundation phase pupils become more confident writers. For example, pupils in Year 2 write interesting and thoughtful autumn poems and make suitable attempts at spelling words for themselves. Across the school, pupils do not have enough opportunities to build their extended writing skills for a range of purposes and this impedes the progress they make and the standards they achieve. A few more able pupils write well, for example when recounting their field trip to Cleddau River or writing about prison reform in the Victorian era. A majority of pupils write using a legible, joined script and present their work appropriately. Generally, pupils continue to make simple mistakes repeatedly and do not address these well enough in their written work.

Most pupils develop their mathematical skills well and apply a range of mental and written calculation strategies to solve problems. In the foundation phase, many pupils understand the concept of more and less and use this knowledge to interpret simple charts accurately. Many pupils also demonstrate a beneficial understanding of the value of digits in a two or three-digit number. By the end of key stage 2, pupils

explain suitably how they arrive at an answer and many have a good understanding of key mathematical terms and concepts. Pupils develop their reasoning skills well. For example, pupils in Year 3 work out the height of a fence using their addition skills and then work out which dog, from a list of jumping heights, would be able to jump the fence. By the end of the key stage, many pupils solve two- step problems successfully.

Pupils develop their ICT skills well. Foundation phase pupils know how to log on to Wales' bilingual virtual learning environment, and save and retrieve their work easily. Many confidently use search engines to find information, for example when finding out the publication date of a book they are studying. Older pupils have a valuable set of ICT skills. They use a range of software packages competently, for example to present their work and when making use of animation facilities to enhance the quality of slides. They work well to create databases about famous Victorians by researching and uploading data and pictures to a digital learning platform. They record videos to recount visits for fieldwork as part of a study of rivers and enable others to access these using quick response codes. Most use packages such as excel effectively to present graphs to show estimated profits as part of their sales pitches.

Across the school, pupils' skills in speaking and reading Welsh as a second language are weak. For example, pupils often struggle to answer simple questions about themselves and the weather. By upper key stage 2, most pupils produce pieces of writing of an acceptable standard. Their writing contains a suitable range of sentence patterns in the present and past tense. However, this writing is highly reliant on scaffolded frameworks and many pupils resort to using English very quickly when questioned about their work. Many pupils approach visitors and offer suitable greetings in Welsh. However, overall pupils' use of Welsh outside of lessons is limited.

Wellbeing and attitudes to learning: Good

Nearly all pupils enjoy coming to school. They are confident that the headteacher and staff will deal swiftly with any concerns that they have. They appreciate the red worry box where they can post their worries and also like the gold box where they can post their thanks to their classmates and adults who have helped them. Pupils feel that the boxes demonstrate that the school listens well to their opinions and takes them seriously. Nearly all pupils know how to keep themselves safe both in school and online. Older pupils, through working with beach coaches, also learn important life saving techniques.

Pupils, including those in the resource base classes, have useful opportunities to take on additional responsibilities and many take their roles seriously. For example, playground buddies support well anyone who is feeling lonely or upset at break times and junior road safety officers give advice on safe procedures when using the school's car park.

Most pupils behave well and have a positive attitude towards learning. They engage readily at the beginning and throughout sessions. Many persevere well and do not give up if they are finding their work difficult. For example, many older pupils develop their thinking and reasoning skills well in problem solving sessions and keep going

until they work out a solution. Most pupils work well with their peers and enjoy working collaboratively in group activities. For example, foundation phase pupils share their ideas and resources when cleaning dinosaur bones as part of their work as palaeontologists. Pupils are beginning to influence a few areas of the curriculum and make choices about how they complete tasks and activities. Many are beginning to take responsibility for the quality of their work and have a basic understanding of what to do to improve.

Nearly all pupils understand the importance of maintaining a healthy lifestyle. Many take part in regular exercise and participate in the school's beneficial range of extra-curricular activities. Pupils talk confidently about what makes a balanced and healthy diet. They appreciate, through personal and social activities and curriculum activities, such as 'From Farm to Fork', the importance of Fairtrade and sustainability. As a result, many older pupils understand their rights and responsibilities as global citizens.

Nearly all pupils attend school regularly and arrive at school punctually. They like the rewards and incentives that the school offers for good attendance.

Teaching and learning experiences: Adequate and needs improvement

Nearly all adults establish good working relationships and employ positive behaviour management strategies with the pupils in their classes and groups. A majority of teachers plan interesting activities that engage pupils well. Most teachers share success criteria effectively, this means that pupils understand what is expected of them. In a majority of lessons, in particular those dedicated to mathematics and reading, teachers have high expectations of what pupils can achieve. They ask suitably challenging questions that encourage pupils to work out answers and see connections between topics. Many teachers provide pupils with useful visual models and resources and use subject specific vocabulary well. For example, when explaining the features of a soliloquy to help pupils to improve their writing. In a minority of classes, the pace of teaching is too slow and this means that pupils often have to listen for lengthy periods. As a result pupils do not always have chance to complete set tasks, particularly those that involve using their writing skills. In the main body of lessons and in intervention groups, support staff help pupils' learning effectively. However, during introductions a minority of teachers do not always use the skills and expertise of support staff well enough.

Many teachers provide pupils with useful oral feedback during the course of lessons and encourage pupils to consider how well they have understood and achieved in set tasks. Most teachers provide pupils with regular positive feedback and improvement tips for when an area of work is next covered. However, teacher's oral and written feedback to pupils does not pick up well enough on repeated simple errors in spelling and grammar. This means that pupils, even the most able, continue to make the same mistakes.

Overall, the quality of teaching is adequate and needs improvement.

The school has recently introduced a suitable range of schemes of work to meet curriculum requirements. These arrangements are beginning to ensure that pupils have access to a suitably broad range of learning experiences in the foundation

phase and key stage 2. However, they have not been in place long enough to improve the standards of pupils' work in a few important areas, for example in science where the volume and quality of work, particularly in upper key stage 2 is limited. The school does not always ensure that it makes the best use of available teaching time.

The school makes effective use of its location to provide stimulating contexts for learning and to develop pupils' awareness of sustainability and issues. For example, pupils draw and paint impressions of Tenby Harbour in the style of famous artists and write persuasive letters to politicians about the impact of plastic in the sea. This work makes a valuable contribution to pupils' understanding of their roles as ethical citizens.

Provision to develop pupils' understanding of mathematical concepts is effective. A consistent, structured approach to the delivery of mathematics lessons meets the needs of most pupils well. Specific problem solving sessions support pupils to develop a useful range of numerical reasoning skills. There are a few worthwhile opportunities for pupils to apply their numeracy skills in subjects across the curriculum, for example to compare the lengths of different shadows in science work.

Similarly, provision to develop pupils' reading skills is developing appropriately. There are consistent arrangements to develop pupils' skills through a structured approach to teaching phonics and daily guided reading sessions. The provision to develop pupils' writing skills across a range of genres is less well developed. Pupils have opportunities to write for a satisfactory range of purposes in English lessons and across the curriculum. For example, they write recounts and information leaflets following visits to places of interest such as Carew Castle.

The school broadly works in accordance with the principles of the foundation phase framework for education. There is a suitable range of teacher led focused activiies to develop pupils' English and mathematical skills. Teachers provide an appropriate range of planned activities for pupils to choose from, for example in the areas of continuous provision.

The school has made significant improvements to its ICT provision in a relatively short amount of time. As a result, pupils have the resources and opportunities to develop and apply their digital skills to a good standard.

Many teachers are suitable role models of the Welsh language. They incorporate Welsh words and phrases into their lessons appropriately. The school now has worthwhile plans in place to develop pupils' Welsh language skills. However, within lessons there is not enough emphasis on developing pupils' speaking and listening skills to enable them to use the Welsh language confidently at a high enough standard.

Care, support and guidance: Good

The school is a positive and nurturing community that ensures pupils are safe, happy and valued as individuals. The school's arrangements to support the emotional and social development of pupils are effective. For example, through the delivery of beneficial emotional literacy programmes pupils improve their confidence and

readiness for learning. Staff, in particular those in the resource base classes, work exceptionally closely and effectively with a wide range of professional specialists and agencies to plan suitable programmes for the pupils in their care.

Staff have recently developed whole school tracking systems. This has enabled the school to identify mainstream pupils with additional learning needs successfully and to put in place a useful range of intervention programmes. Staff in the resource base provide skilful support for pupils and help them to develop their speech and language skills well. Targets in individual educational plans for these pupils are clear and contain small, manageable steps. On occasions, targets for other pupils are too broad, which means that staff cannot measure progress easily.

The school has a positive and supportive relationship with parents and carers. They value the communication they receive from the school, in particular the regular updates and reminders they receive via social media. The school actively encourages parents to become involved in the life and work of the school. For example, they invite parents with particular skills such as bee keeping to come to talk to the pupils.

The school plans a beneficial range of trips and outside visitors that enhance pupils' learning experiences well. For example, older pupils take part in residential visits to London and Cardiff to experience the culture of the cities. Staff provide valuable opportunities for pupils to learn how to keep themselves safe and to live a healthy lifestyle. For example, visits by sport providers and beach coaches develop surfing and lifesaving skills. The school makes appropriate arrangements to promote healthy eating and drinking.

The school's successful partnership with local businesses and organisations provide pupils with useful opportunities for pupils to develop their public speaking, marketing and financial skills. Through visits to the local church and participation in church and community events, pupils learn the importance of values, such as respect and tolerance.

A wide range of extra-curricular clubs and activities, such as storytelling, cookery and orchestra meet pupils' interests and needs well. These activities provide extended opportunities for pupils to develop their understanding of citizenship through participating creatively in local events. The involvement of local sports organisations in extra-curricular sessions enhances the opportunities for pupils to learn new skills and creates strong links with local clubs.

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

Leadership and management: Good

In a relatively short amount of time, the headteacher has worked with the school community to establish firm foundations for sustainable school improvement. Leaders undertake a broad range of worthwhile self-evaluation activities. These include a detailed analysis of pupil performance information, pupil interviews and regular lesson observations. The quality of this work is generally good, especially in a few instances where leaders pay close attention to evaluating the impact of

provision on outcomes for pupils. These activities provide school leaders with an accurate picture of the school's current strengths and areas for improvement. Leaders make effective use of the information from self-evaluation work to plan for improvement. Recently, they have developed and implemented effective plans to address key improvement priorities successfully.

Arrangements to distribute leadership responsibilities are developing well and this helps the school to make strong progress in achieving its most important priorities for improvement. For example, effective leadership has improved standards of mathematics and reading across the school. Staff that are new to leadership roles receive beneficial training from the regional consortium and a local university to strengthen their skills. This has a positive impact on their ability to plan and take forward whole-school improvement initiatives successfully, for example in establishing consistent approaches to teaching early reading skills. Leaders make appropriate use of performance management arrangements to improve aspects of teachers' professional performance and to support the school in achieving key improvement goals.

The school is developing well as a learning community. Increasingly, staff collaborate effectively to share practice and improve their skills, for instance through a voluntary programme of peer observations. Staff benefit from regular opportunities to develop their professional knowledge and skills, for example through attending staff meetings that focus appropriately on improvement priorities or by attending courses to strengthen their understanding of foundation phase practice. Additional development opportunities, such as child protection training, ensure that the team of staff are aware of their responsibilities and school protocols.

Overall, school leaders show the capacity to identify the right priorities for improvement and to secure improvements. They have begun to resolve weaknesses in provision, for example by introducing a new curriculum model and improving teachers' planning to ensure a strong focus on developing pupils' skills. However, these arrangements have not yet had enough time to raise pupils' standards in a few important areas. On occasion, leaders do not always deploy teachers or organise internal teaching time arrangements well enough to ensure that all pupils make the progress that they are capable of.

Governors receive accurate information about aspects of leadership, provision and pupils' standards at the school in regular reports. They take an active interest in the school's work and visit regularly, for instance they take part in learning walks to observe the school at work and to keep progress against improvement priorities under review. They produce useful reports following visits that add to the school's self-evaluation portfolio, for example about the school's provision for pupils with additional learning needs. Governors support the school well, for example to negotiate for additional funding to support school improvement, for instance to purchase much needed ICT resources. Overall, school leaders monitor finances diligently. They make effective use of additional funding, such as the pupil development grant, to improve the professional skills of staff in delivering reading programmes. They also use the funding to ensure that pupils who are eligible for free school meals have access to good quality reading resources and to establish worthwhile family learning programmes.

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.

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