



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

A report on

Tenby Church In Wales Voluntary Controlled School

**Heywood Lane
Tenby
Pembrokeshire
SA70 8BZ**

Date of inspection: November 2024

by

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

About Tenby Church In Wales Voluntary Controlled School

Name of provider	Tenby Church In Wales Voluntary Controlled School
Local authority	Pembrokeshire County Council
Language of the provider	English
School category according to Welsh-medium provision	
Type of school	Primary
Religious character	Church in Wales Voluntary Controlled
Number of pupils on roll	259
Pupils of statutory school age	203
Number in nursery classes	36
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%)	12.0%
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%)	19.7%
Percentage of pupils who speak Welsh at home	1%
Percentage of pupils with English as an additional language	4%
Date of headteacher appointment	01/09/2016
Date of previous Estyn inspection (if applicable)	15/01/2018
Start date of inspection	05/11/2024

A report on Tenby Church In Wales Voluntary Controlled School
November 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

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

Summary

Tenby Church in Wales Voluntary Controlled School is a happy, nurturing and inclusive school where a focus on values underpins its work. Leaders place a high importance on pupils' well-being. Pupils are well cared for and feel safe.

There are positive working relationships between staff and pupils and an ethos of mutual respect. The school's curriculum is planned well and motivates pupils to engage positively in their learning. Teachers take good account of the school's locality to make learning relevant to pupils. Most pupils make strong progress in their learning as they move through the school. They have positive attitudes to learning and reflect purposefully on their work to bring about improvements. The provision for pupils with additional learning needs (ALN) is a strength of the school and supports these pupils to make good progress towards their individual targets.

Pupils behave very well and there is a calm atmosphere in the school. Overall, pupils have a suitable voice and contribute ideas about what they would like to learn, but their influence through leadership groups on the strategic direction of the school is limited.

The headteacher provides strong leadership. He has built an effective staff team who share his vision. Governors are well informed about the school's strengths and areas for development and offer suitable challenge. Across the school, there is a culture of improving teaching and learning. Senior leaders work effectively to promote this and to provide support and professional learning for all staff. Leaders manage change exceptionally well and this has helped the school to maintain its track record of bringing about improvement.

Recommendations

We have made one recommendation to help the school continue to improve:

R1 Ensure that pupils have beneficial opportunities to develop their leadership skills and a stronger voice in the strategic development of the school

What happens next

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

Main evaluation

Tenby Church in Wales Voluntary Controlled School is a happy, nurturing and inclusive school. Leaders promote these aspects together with a focus on the school's values through a strong and shared vision. They place a high importance on pupils' well-being. Pupils are well cared for and feel safe. There is a strong culture of safeguarding across the school and all adults understand their roles and responsibilities in ensuring pupils' welfare.

The headteacher has high expectations of pupils and staff and, as a result, most pupils progress well in their learning as they move through the school. This includes those with additional learning needs (ALN) and those in the learning resource class (LRC). Most pupils have positive attitudes to learning. They cooperate, persevere and sustain concentration in tasks taking on increasing levels of responsibility. For example, as part of a bushcraft project, older pupils agree roles when developing survival skills.

A recent programme to improve pupils' oracy skills has been successful and most pupils pay good attention, express themselves with increasing clarity and ask thoughtful questions. The current focus on developing a love of reading is beginning to have a positive impact on pupils' reading habits. Younger pupils learn the sounds of words and use this knowledge well to read simple texts. By Year 6, most pupils have developed strong comprehension skills. In many cases, they show a sophisticated understanding of setting, plot and other story features. They infer meaning and understand clearly how authors use different techniques to engage readers, such as personification. Most pupils make steady progress in developing their writing skills and know the conventions of writing for different audiences.

Leaders show a strong commitment to improving pupils' Welsh speaking skills and this is one of the school's current priorities. This work is progressing effectively, and younger pupils use Welsh with increasing confidence. Older pupils are beginning to hold short conversations in Welsh.

From an early age, most pupils make good progress in developing their mathematical skills and learn to apply them effectively in a range of real-life contexts. For example, there is a strong focus on cooking at the school, and this makes a valuable contribution to pupils' understanding and enjoyment of mathematics as they interpret recipes, weigh ingredients and calculate cooking times. Most pupils use digital technologies well to enhance their learning. Staff ensure that pupils have a good awareness of how to stay safe online.

Most pupils develop physical skills very well. Pupils, including those in the LRC, benefit from a wide range of sporting activities. Teachers ensure that there is systematic and progressive development of pupils' fine and gross motor skills and good opportunities for them to apply these skills in a variety of situations. Most pupils talk about the importance of a healthy lifestyle with increasing knowledge.

There is a strong team ethos among staff. The headteacher has created a culture where staff collaborate purposefully and have a clear focus on improving the quality of teaching and learning. They are outward-looking and take advantage of varied

opportunities to improve their practice including by sharing the expertise that already exists in the school. They work well with other local schools to develop aspects of the curriculum, such as relationships and sexuality education.

Spotlight: An inspiring curriculum

The school excels at using its locality and the wider region to enhance the curriculum through well-planned visits, visitors and tailored projects. Teachers plan effectively to make sure that pupils make appropriate connections in their learning. For example, younger pupils link Grace Darling's historic rescue of shipwreck survivors to the bravery of modern Tenby lifeboat crews. Leaders monitor the curriculum carefully to ensure that it is broad and balanced and there is appropriate progression in pupils' knowledge and skills. Throughout the school, including in the LRC, staff make very effective use of a range of strategies, scenarios and storytelling to stimulate pupils' imaginations, creativity and problem-solving skills. A wide range of extra-curricular activities enhance the curriculum effectively.

Teachers and support staff have positive working relationships with pupils. They make effective use of questioning, pauses in lessons, and other assessment strategies to help pupils understand how to improve their learning. Teachers' feedback to pupils is purposeful and they successfully develop initiatives to improve the way that pupils reflect on their learning. On very few occasions, teachers do not plan and organise purposeful learning while pupils work independently.

The school's work to support pupils with ALN is a strength. There is worthwhile professional learning for staff to develop their skills in supporting pupils with ALN and they know where to access advice when required. Staff deliver a range of literacy, numeracy, emotional and physical development programmes effectively to support pupils in the LRC and across the school. This results in a highly inclusive ethos where pupils receive effective and tailored support that ensures that they make good progress.

The school has effective systems for promoting good behaviour and managing incidents that do not meet its high expectations. As a result, the behaviour of nearly all pupils is extremely good. Through assemblies and lessons there is focus on the school's values and staff develop pupils' understanding of how they can demonstrate these in everyday life. The school fosters an ethos of respect between staff and pupils where pupils feel valued and listened to. Staff respond very well to pupils' needs. If pupils have worries or concerns or struggle emotionally, the school implements bespoke support delivered by trusted adults.

Pupils have suitable opportunities to influence what they learn and to take on leadership roles in the school. However, leadership groups do not influence the strategic direction of the school or consider aspects of school improvement well enough.

Leaders have identified pupils' attendance as a priority and monitor this robustly. The school promotes good attendance and has effective systems to support families where attendance is a cause for concern. There was a slight improvement to overall attendance rates last academic year, but term-time holidays continue to have a significant impact on attendance.

There is strong communication across the school and with parents. Parents value this, and programmes to involve them more in the life of the school and to provide advice about how to support pupils with their learning have been well received and effective.

Spotlight: Managing change

The headteacher and governors manage change exceptionally well to maintain the quality of education for pupils. In recent years, there has been a considerable turnover of teaching staff, often as senior leaders move to new posts. This development of future leaders is a strength of the school, but it has brought about particular challenges. Through effective support for new staff and high-quality, purposeful professional learning, leaders ensure a consistent approach to teaching and learning.

The headteacher, working closely with senior staff and governors, provides strong strategic direction for the school. Through effective self-evaluation processes, leaders gain an accurate picture of how well the school is performing and set relevant and achievable targets for improvement. Governors are well informed and understand their roles and responsibilities. They support the school proactively and have a comprehensive understanding of its strengths and areas for development. They offer appropriate challenge. The school has a strong track record of improving pupils' performance and 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 do not give any 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)

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:

Publications Section

Estyn

Anchor Court, Keen Road

Cardiff

CF24 5JW or by email to publications@estyn.gov.wales

This and other Estyn publications are available on our website: www.estyn.gov.wales