

A report on

Ysgol Harri Tudur/Henry Tudor School

**Bush
Pembroke
Pembrokeshire
SA71 4RL**

Date of inspection: December 2025

by

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

About Ysgol Harri Tudur/Henry Tudor School

Name of provider	Ysgol Harri Tudur/Henry Tudor School
Local authority	Pembrokeshire County Council
Language of the provider	English
School category according to Welsh-medium provision	
Type of school	Secondary
Religious character	n/a
Number of pupils on roll	1152
Pupils of statutory school age	1046
Number in sixth form	105
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 Secondary is 20.3%)	24.4%
Percentage of pupils identified as having additional learning needs (a) (The national percentage of pupils identified as having an additional learning need in Secondary is 9.0%)	7.9%
Percentage of pupils who speak Welsh at home	0.5%
Percentage of pupils with English as an additional language	1.1%
Lead partner for Initial teacher education	No
Date of headteacher appointment	01/09/2017
Date of previous Estyn inspection (if applicable)	19/11/2018

Start date of inspection	01/12/2025
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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

Leaders and staff at Ysgol Harri Tudur strive to provide pupils with a caring environment where every individual is valued and is encouraged to succeed. As a result, many pupils feel well supported and safe in school. However, shortcomings in leadership and provision mean that around half of pupils, including those with additional learning needs (ALN) and those accessing the Learning Resource Centre (LRC) do not always develop positive attitudes to learning or make sufficient progress in developing their knowledge, understanding and skills.

Although the majority of pupils engage appropriately with classroom activities, overall, pupils do not consistently demonstrate sufficient independence or resilience in their learning and are too often passive in lessons. A few disrupt learning through defiant behaviour. Although leaders work diligently to promote a positive safeguarding culture, the inspection team identified several aspects of the school's approach to safeguarding that raised concerns.

In around half of lessons, pupils make appropriate progress. However, in a similar proportion of lessons, weak planning, low expectations, limited questioning and ineffective behaviour management restrict the progress that pupils make. Pupils lack meaningful, authentic opportunities to develop their literacy, numeracy, digital and Welsh language skills across the curriculum.

Although the school has recently taken a few appropriate steps to strengthen leadership, overall it has had insufficient impact on important aspects of the school's work, for example the effectiveness of teaching and pupils' attendance. Staff are not held to account robustly enough, and leaders do not evaluate the impact of the provision with sufficient accuracy or precision. This means that they are unable to plan for improvement well enough.

Recommendations

We have made 6 recommendations to help the school continue to improve:

- R1 Address the safeguarding issues identified during the inspection
- R2 Strengthen processes for self-evaluation and improvement planning so that they focus clearly on the impact of provision on pupils' progress and well-being
- R3 Improve teaching so that all pupils are challenged to make good progress
- R4 Improve attendance
- R5 Ensure that all staff are held fully accountable for carrying out their roles effectively
- R6 Ensure that pupils have meaningful, suitably challenging opportunities across the curriculum to develop their literacy, numeracy, digital and Welsh skills

What happens next

In accordance with the Education Act 2005, HMCI 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 will monitor the school's progress usually every four to six months.

Main findings

Teaching and learning

In lessons, around half of pupils, including those with ALN, make suitable progress in the development of their knowledge and understanding. In around half of lessons, teachers develop positive working relationships with their classes. They plan sequences of suitably challenging activities that build appropriately on each other, and they provide clear instructions and explanations. These teachers monitor pupil progress appropriately, provide helpful verbal feedback and, where necessary, manage pupil behaviour satisfactorily.

Shortcomings in teaching restrict pupils' progress in around half of instances. In these lessons, teachers plan undemanding activities that keep pupils busy rather than challenging them to learn. As a result, the pace of learning is often too slow. Teachers do not provide pupils with sufficient opportunities to develop independence in their learning and are too accepting of poor work and a lack of engagement. They do not monitor pupil progress closely enough to allow them to address misconceptions. In a minority of instances, teachers' explanations are not clear enough and often reinforce misconceptions.

In general, the majority of pupils engage suitably with classroom activities. A minority demonstrate appropriate independence and resilience in their learning. However, the majority are over-reliant on their teachers' support. A minority are slow to settle to tasks, do not maintain their concentration well enough, and often complete little work. The defiant behaviour of a few pupils disrupts their own learning and that of others. In a minority of cases, teachers do not manage this well enough.

The school's provision for the development of pupils' skills across the curriculum is notably underdeveloped, and there is a lack of coordination and strategic leadership in this aspect of the school's work. As a result, pupils have insufficient meaningful opportunities to develop their literacy, numeracy, digital and Welsh language skills. Although there are some suitable interventions to support those pupils with weaker numeracy skills, there is a lack of similar provision for those with weaker literacy skills.

Across the curriculum, there is insufficient understanding of how to develop pupils' literacy skills alongside their subject knowledge. As a result, too many literacy-focused tasks are contrived, artificial and often detract from the learning of the subject.

Around half of pupils participate suitably in discussion activities and explain their ideas with appropriate clarity. A few use subject terminology confidently. When given the opportunity to take part in group or pair tasks, the majority of pupils listen to their peers'

contributions respectfully and respond appropriately. However, around half of pupils provide only brief, underdeveloped verbal responses or are reluctant to participate in discussions. In these instances, teachers do not use questioning well enough to encourage pupils to develop their responses and deepen their thinking. In general, teachers do not develop pupils' vocabulary well enough. As a result, overall, pupils' subject-specific and general vocabulary is underdeveloped.

The school has recently taken appropriate steps to develop a culture of reading for pleasure. The library provides a positive, vibrant atmosphere for those pupils keen to share their love of reading, and pupils benefit from opportunities to read during mentor time. However, overall, there is insufficient provision to support the development of pupils' reading skills. Many retrieve relevant information to answer basic questions suitably well, but a minority struggle to understand and interpret texts. Around half annotate texts suitably, but often require considerable support to do so. A minority of pupils use basic inference and deduction to, for example, examine how a character in a novel is portrayed. A few analyse texts perceptively, such as when they identify persuasive techniques. However, around half of pupils make only simplistic observations when asked to examine texts. In general, pupils do not have a wide enough range of reading strategies when, for example, they are faced with unfamiliar words. They do not have suitable opportunities to develop more advanced reading skills, such as summarising or synthesis.

Around half of pupils write with suitable accuracy and clarity. When given the opportunity, they structure their extended writing appropriately. A few pupils vary their language choices, sentence structure and punctuation to make their writing engaging. However, around half of pupils make frequent, careless, basic errors in their writing. They do not organise extended pieces well enough or produce only brief, underdeveloped responses. In general, pupils – including the most able – do not use a sufficient range of techniques to enhance the impact of their written work. Overall, pupils do not benefit from meaningful opportunities to write for a suitable range of purposes and audiences.

In general, pupils do not make sufficient progress in developing their understanding of mathematics because they are not taught well enough to understand mathematical concepts. The majority calculate ratios and solve basic equations suitably and calculate the perimeter and volume of basic shapes. A minority have only basic numeracy skills. Across the curriculum, pupils have a few opportunities to practise a limited range of numeracy skills, such as the construction of graphs. However, in the majority of cases, pupils lack accuracy in their graph work, and they rarely interpret the information that these graphs present.

Pupils have a few relevant opportunities to practise their digital skills in a few subjects across the curriculum. However, provision to develop these skills is underdeveloped.

In Welsh lessons, the majority of pupils generally use sentence patterns correctly and pronounce most basic words accurately. They produce short pieces of accurate writing. A very few older pupils write extended pieces independently, using idioms and a rich vocabulary. However, many pupils lack confidence in speaking Welsh and are over-reliant on structure patterns and vocabulary provided for them by their teachers. A minority have a negative attitude to learning Welsh. At Key Stage 4, only a minority gain a level 2 qualification in Welsh.

Staff in the LRC develop positive relationships with their pupils and provide a safe, caring environment. However, teachers do not plan to meet the needs of individual pupils carefully enough, and do not always make purposeful use of learning time. This restricts how much progress these pupils make and how well they develop their independence.

The school has worked to establish a vision for its curriculum for Wales, based upon developing enthusiastic learners and providing authentic experiences. However, leaders do not always have a clear vision for developing the curriculum within their particular areas of learning and experiences (AOLEs). Weaknesses in curriculum planning impact negatively on pupils' progress in some subject areas.

The personal and social education (PSE) curriculum is suitably coordinated. It supports pupils' personal development and social, moral and cultural awareness appropriately through themes such as relationship and identity, sexual health, and empowerment, safety and respect. In Years 10 and 11, the school uses information from pupil surveys purposefully to identify in which particular areas pupils need support.

The Key Stage 4 curriculum meets the needs of most pupils appropriately. Pupils can choose from a wide range of courses, including vocational options such as hair and beauty, welding and music technology. Leaders work closely with pupils to ensure that the sixth form offer meets their needs. Sixth form pupils benefit from a wide range of courses, which is supplemented helpfully by external providers. Pupils of all ages are provided with a helpful range of information, opportunities and support to inform their options and career choices.

Across the curriculum, pupils benefit from a suitable range of opportunities to develop their understanding of diversity. They learn about gender equality, the experiences of LGBTQ+ community as well as those of black, Asian and minority ethnic people, for example by learning about the experiences of refugees.

Pupils benefit from appropriate opportunities to develop their appreciation of Welsh heritage and culture, including learning about Carew Castle and the Aberfan disaster. The school promotes the Welsh language suitably through providing extra-curricular activities such as music performances, trips to Welsh international sports matches and Urdd camps.

In addition, the school emphasises the importance of local and national identity by naming teaching groups after, for example, Pembrokeshire beaches and characters from the Mabinogion.

The school provides pupils with a range of worthwhile off-site and extra-curricular activities to enrich the curriculum. These are valued by pupils and include the sci-fi, fantasy comics and manga club, and the 'Rebel Readers' club.

Well-being, care, support and guidance

Ysgol Harri Tudur provides a suitably caring and supportive environment. Staff know their pupils well and strive to support their well-being. As a result, many pupils feel well supported. A valuable range of interventions through the Supported Learning Centre (SLC) meets vulnerable pupils' social and emotional needs beneficially. Staff work purposefully with external agencies to strengthen the support available to pupils and their families.

Leaders take their safeguarding responsibilities seriously and respond to any concerns diligently. They work closely with pastoral staff to promote a culture of safeguarding, using mentoring sessions and assemblies suitably to reinforce the school's values and respond to pupils' needs. Despite this, a minority of pupils who responded to our survey report feeling unsafe in school.

Leaders ensure all staff receive regular safeguarding training. In general, staff understand the school's safeguarding procedures and know how to report any concerns about a pupil's safety. However, they have not been provided with correct guidance regarding the procedures to follow should an allegation be made against a member of staff. In addition, they do not receive sufficient information about how to recognise and deal with any concerns about radicalisation.

The school provides an online tool for reporting potential bullying concerns, which are followed up by pastoral staff. Many pupils who responded to our survey say they do not feel bullied in school. However, pupils we spoke to during the inspection told us that they are often reluctant to report incidents of bullying, as they feel that they are not always dealt with effectively.

The school's 'chance, choice, consequence' approach to managing behaviour is not implemented consistently across the school, which has a negative impact on pupils' attitudes to learning. The pastoral team delivers a range of worthwhile interventions to support pupils in improving their behaviour, but leaders do not evaluate the effectiveness of these interventions robustly enough. This limits their ability to plan strategically for improving behaviour. The school provides beneficial alternative provisions, such as Y Bont and the Phoenix Centre, for pupils who struggle to engage. However, pastoral support

plans for pupils on reduced timetables at the Phoenix Centre are not reviewed regularly enough in line with Welsh Government guidance.

Pupils, including those with ALN, who join the school in Year 7 benefit from a well-planned transition programme that helps them settle well. This includes valuable support from the school council transition group. Leaders work productively with Careers Wales to support pupils as they prepare for their next steps in education or employment. The SLC provides a valuable and supportive environment where pupils with ALN can access both academic and emotional support.

The ALN team promotes a supportive and inclusive ethos where staff work closely with pupils, parents and external agencies to meet pupils' needs. Leaders work with pupils and parents to produce appropriate Individual Development Plans (IDPs), which are supported by useful one-page profiles. These offer helpful guidance for teachers on how best to support pupils' learning. However, leaders do not evaluate closely enough how well teaching strategies across the curriculum are adapted to meet the needs of pupils with ALN.

Pupils within the LRC feel safe and listened to, and they value the support they receive from staff within the centre. They are starting to take a more active role in the wider school community through their membership of the school council.

Pupils, including those from low-income households, benefit from a broad range of extra-curricular opportunities, such as educational visits, the Duke of Edinburgh Awards Scheme and the gardening, eco and enterprise club. The school develops pupils' spiritual, moral, social and cultural skills suitably through its assemblies and mentoring programme.

The school provides pupils with appropriate opportunities to take on formal leadership roles, with year group councils and the whole-school Senedd offering forums for discussion on aspects of school life. Sixth form pupils also make a positive contribution, for example by securing external funding from a local business to establish the 'Kindness Cupboard'. This promotes equitable access to resources that support learning and well-being for all pupils. While a majority of pupils feel that their views are listened to and acted upon, a minority, including some in leadership groups, do not feel that their views are taken into account sufficiently.

Leaders work closely with pastoral staff to promote good attendance, for example through the annual rewards ceremony and the summer activities week. Staff work purposefully with a range of external agencies, including the education welfare officer, to address persistent absence. However, in some cases, attendance codes are used incorrectly, particularly for pupils on reduced timetables and those arriving late. As a result, leaders do not have an accurate understanding of overall attendance rates. Attendance on Fridays is

negatively impacted by the school's 'asymmetric week'. While leaders are aware of this issue, current data shows that the gap between attendance on a Friday compared to the rest of the week remains substantial.

Between 2022-2023 and 2024-2025, attendance has declined. It has been consistently well below that of similar schools over that period and remains well below pre-pandemic levels. The attendance of pupils eligible for free school meals has also fallen over the last three years, and is well below the average for similar schools and nationally. Although rates of persistent absence have reduced slightly over the last two years, they are well above those in similar schools and nationally.

Leading and improving

The headteacher sets out an aspirational vision for the school, aiming to create an environment where every pupil is valued and gains the knowledge and skills needed to achieve their goals. The focus on 'Learners first' is underpinned by the school's values of empathy, kindness, resilience, courage and generosity. However, overall, leadership has had little impact on several important aspects of the school's work.

Recently, the school has worked to develop staff leadership skills through the creation of short-term leadership roles. This has strengthened the leadership team's capacity to deliver on a few aspects, such as reducing the impact of poverty on educational attainment. However, senior leadership roles and responsibilities are not sufficiently balanced or equitable, and this hampers leaders' capacity to bring about improvement.

Whilst the school's improvement plan priorities are broadly appropriate and address important aspects, self-evaluation and improvement planning processes lack rigour and clarity. There is no clear or strategic approach to evaluating the quality of teaching and learning. Consequently, leaders do not evaluate the impact of teaching on pupils' progress precisely or accurately enough. Accountability processes are underdeveloped, and leaders at all levels are not challenged or supported well enough to secure improvements in their areas of responsibility. As a result, leaders have had limited impact on a number of national priorities, for example the promotion of the Welsh language, the development of pupils' skills and improving teaching and attendance.

Leaders have recently taken some appropriate actions to strengthen the school's approach to professional learning. However, professional learning does not focus closely enough on specific areas requiring improvement, or on providing bespoke support for individual teachers and leaders. Furthermore, there is not a strategic approach to planning or evaluating this aspect of the school's work.

Middle leaders are committed to their role and are passionate about their areas of responsibility. A majority articulate a few broad strengths and areas for improvement and

have a suitable understanding of their role. They value the support they gain from regular line management meetings, where they discuss pupils of concern and some aspects of provision and leadership. However, senior leaders do not hold them to account robustly enough in order to support them to evaluate their provision precisely and accurately so that they can plan for improvement appropriately.

Leaders provide suitable support for pupils from low-income households through worthwhile strategies such as a free breakfast club, activities focused on raising aspirations, and support to ensure they have clean school uniform. However, over the last three years, the Key Stage 4 performance of pupils who are eligible for free school meals was well below that of their counterparts in similar schools.

The headteacher, business manager and governors monitor the school budget regularly. However, the school currently has a large deficit budget, and there is not currently an agreed recovery plan in place. The impact of how grant funding such as the pupil development grant is deployed is not evaluated thoroughly enough to identify effective strategies and plan for further improvements.

Governors offer the school valuable support. Although they question senior leaders regarding a few areas of the school's work, such as rates of attendance, they do not consistently challenge senior leaders about other important aspects, including the quality of teaching.

Additional information

The school's arrangements for safeguarding pupils give 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 do not 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 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 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 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, where appropriate
- visit a broad sample of lessons, 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
(<http://www.estyn.gov.wales/>)

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

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Publications Section

Estyn

Anchor Court, Keen Road

Cardiff

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

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