



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 V.R.C. School
Greenhill Road
Tenby
Pembrokeshire
SA70 7LJ**

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by

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

About St Teilo's V.R.C. School

St Teilo's Voluntary Roman Catholic Primary School is situated in the coastal town of Tenby, Pembrokeshire. There are currently 82 pupils on roll, including six part time nursery pupils. The pupils are taught in four mixed age classes. Around 10% of pupils are eligible for free school meals, which is significantly below the national average of 19%. English is the language spoken at home by nearly all the pupils, and no pupils speak Welsh as their first language. The school has identified 20% of pupils as having additional learning needs, which is very close to the national average of 21%. A very few pupils have a statement of special educational needs. The headteacher was appointed to her role in September 2016. The school's most recent inspection was in February 2013.

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

During their time at the school, many pupils achieve appropriate standards in most aspects of learning. However, more able and talented pupils often underachieve. Many pupils apply their literacy, numeracy and information and communication technology (ICT) skills well across the curriculum. Pupils' Welsh skills, however, are under developed.

Most pupils have a positive attitude to learning and show great pride in their school and in their work. There is a very caring and inclusive ethos, which emphasises the wellbeing of pupils. Nearly all pupils have good manners and show respect for one another and for adults.

Teachers and learning support assistants work together well and in a majority of classes, teachers foster pupil's independent learning skills well. However, across the school a minority of pupils do not develop these skills well enough. A majority of teaching is strong, but the quality of teaching varies too much from class to class.

The school provides effective support for pupils with additional learning needs and these pupils make good progress over time.

The headteacher has a clear vision for the school, values every pupil as an individual and provides suitable direction for the staff. However, there are no other senior leaders within the school to share leadership roles and responsibilities. The governing body is proactive and supports the school successfully.

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	Adequate and needs improvement

Recommendations

- R1 Ensure that the school has formally defined arrangements to cover leadership responsibilities in the absence of the headteacher
- R2 Improve the quality of monitoring procedures in order to focus more clearly on pupil outcomes
- R3 Provide more opportunities for pupils to develop as independent learners
- R4 Improve pupils' Welsh language skills
- R5 Increase the opportunities for more able and talented pupils to achieve their full potential

What happens next

The school will draw up an action plan, which shows how it is going to address the recommendations. Estyn will review the school's progress.

Main findings

Standards: Adequate and needs improvement

Many pupils begin school with skills and understanding above the level expected for their age. As they move through the school, a majority of pupils make suitable progress from their starting points. However, a minority of pupils underachieve. Most pupils with additional learning needs make good progress. However, many more able pupils do not achieve the standards of which they are capable.

Pupils' oral skills develop well at an early stage. In the foundation phase, most pupils speak audibly, using simple words, phrases and sentences with an increasing range of vocabulary. They listen well, talk openly and discuss their work enthusiastically with adults and other pupils, for example when describing their sand city creations on the beach. Most pupils' reading skills develop well. The youngest pupils recognise letters and sounds and are beginning to build words confidently. By the end of the foundation phase, most pupils develop as confident readers and read with accuracy and fluency. Many pupils in reception and Year 1 form letter shapes accurately and by Year 2 many have developed a joined handwriting style. Many pupils by the end of foundation phase develop their writing skills suitably in a limited range of different forms. They extend their sentences using basic connecting words and use capital letters and full stops accurately.

In key stage 2, many pupils develop good listening and speaking skills and have well-developed vocabulary. They use this effectively, for example when persuading each other to cut down on the use of plastic in order to save the wildlife in the oceans. Throughout key stage 2, most pupils are fluent readers. Many use their reading skills purposefully to research information, for example when tracing the history of the life of St Teilo. Many pupils write appropriately in a suitable range of styles and transfer these skills well across the curriculum, for example when writing a job description for an apostle in their religious education work.

Many pupils make good progress in their mathematical development in the foundation phase. They learn to add and subtract numbers and use number bonds well to solve problems. Many pupils accurately measure length and time using standard measurement and understand negative numbers in temperature. By the end of key stage 2, many pupils use a range of strategies to solve problems competently, for example helping the chef at the fictional Dragon Hotel plan his day by making a shopping list, which involved manipulating numbers, calculating time, measurement and rounding up. Most pupils analyse data, solve fractions and percentage problems, calculate perimeter and area, name and describe the properties of three-dimensional shapes and accurately read a scale on a range of measuring instruments well.

Most pupils have positive attitudes towards learning the Welsh language. Many foundation phase pupils develop a suitable understanding of the Welsh language. They respond appropriately to simple instructions and understand a few simple Welsh words and phrases. By Year 6, many pupils respond confidently to questions about their favourite celebrity, and their likes and dislikes. Most pupils respond appropriately to Welsh instructions and answer simple questions about themselves or

the weather. However, very few pupils have sufficiently quick recall of Welsh vocabulary to engage in unstructured conversations. Many pupils read with satisfactory pronunciation, but do not always show a secure understanding of texts. Many pupils use a range of sentence patterns in the present and future tense at an appropriate standard, with the support of writing scaffolds and a published booklet.

Most pupils develop effective skills in ICT. In the foundation phase, they use an appropriate range of applications. For example, pupils create a picture of a desert island and input text to describe the characteristics of a good neighbour on the island. Many pupils can create simple graphs confidently, for example to show the different lengths in footprints of areas around the schoolyard. Many use a programme to input instructions to move a turtle accurately on a screen from one part of a village to another.

In key stage 2, most pupils use presentation and publication software effectively across a range of contexts, for instance to create multi-media presentations about the life of a local priest. Many use a database accurately, to collect and record information, for example when comparing the population of various countries and creating a branch diagram to enquire about rock formation. Many pupils successfully create and input a set of instructions to move an image of a ghost on an animated screen of a forest. Pupils' awareness of e-safety is a strength of the school.

Wellbeing and attitudes to learning: Good

The school is a calm nurturing environment where nearly all pupils feel safe and happy. They know whom to speak to when they are upset. They are respectful to each other and to staff and visitors. For example, many pupils hold doors open for visitors, greeting them politely. Nearly all pupils move around the school in a calm and orderly manner and speak confidently to adults in a range of situations. They show pride when talking about their school.

Most pupils have a clear understanding of the importance of making healthy choices relating to diet and physical activity. Many pupils benefit from a good range of extra-curricular activities that promote their physical wellbeing, such as football and netball. Most pupils participate consistently in organised sporting events such as the Urdd gymnastics and an initiative to cycle to school.

Many pupils, including those with additional learning needs, take on leadership roles to help others, such as Playground Buddies, Digital Leaders and School Ambassadors. The newly established Criw Cymraeg take their roles seriously to help promote adults and fellow pupils use Welsh phrases and sentence patterns daily.

The majority of pupils' independent learning skills are developing well in the foundation phase but are more limited in key stage 2 where a minority of pupils rely heavily on adults. Pupils are beginning to be more involved and show greater independence through the Genius hour, where pupils are encouraged to lead their own learning.

Many pupils demonstrate a developing awareness of perseverance and resilience. They are beginning to talk about the strategies from the Stuck in the Mud displays in class and use them appropriately when facing difficulties. Many pupils are beginning to talk about what they need to do to improve their work.

The majority of pupils are enthused and engaged in their learning, when supported with relevant resources and opportunities, for example when the foundation phase pupils create a character using vegetables.

Most pupils understand the importance of attending school regularly and arriving on time, ready to learn. However, despite the school's efforts and strategies, pupils' attendance rates have fallen over the last three years and do not compare well with those of other similar schools. Absences for medical and health reasons on a regular basis, impact adversely on the overall attendance.

Most pupils behave well, and have a good understanding of class routines. They generally settle quickly and work purposefully in lessons. However, the behaviour of a very few pupils occasionally disrupts the learning of others.

Teaching and learning experiences: Adequate and needs improvement

Overall, the quality of teaching is adequate and needs improvement. All teachers have appropriate subject knowledge and a majority of teaching is strong. However, the quality of teaching varies too much across the school. In the lessons where teaching is strong, teachers and support staff provide stimulating learning experiences, remind pupils of their previous learning appropriately and introduce learning objectives and instructions clearly. Many teachers ask a wide range of questions that help to extend pupils' learning successfully. However, teachers do not always consistently challenge pupils enough, especially the more able and at times over direct their learning.

Most staff have a positive working relationship with pupils. However, strategies to manage pupils' low-level disruptive behaviour effectively are inconsistent throughout the school. Teachers deploy teaching assistants well to support pupils who have additional learning needs and, as a result, these pupils make good progress over time.

Teachers provide effective oral and written feedback to pupils about the quality of their work. Success criteria, provided by staff for each task, support pupils to assess their own work and that of other pupils effectively. This is consistent across the school. However, opportunities for pupils to create their own success criteria are limited.

Teachers have constructed a carefully planned curriculum that addresses the requirements of the National Curriculum, foundation phase and Catholic religious education. This includes 'Trekking Tuesday', where every week foundation phase pupils go into the community to learn from real-life experiences. The curriculum provides valuable opportunities for pupils to develop their literacy and ICT skills in other subjects and areas of learning. However, planned opportunities to use numeracy across the curriculum, in real-life authentic situations, are limited. The school has recently introduced weekly 'Genius Hour' sessions, which encourage pupils to work collaboratively in small groups to discover and explore independent learning on their own chosen subject. Nearly all pupils speak positively about these experiences and the learning they encountered through these sessions.

The school provides worthwhile opportunities for pupils to take part in school visits that enhance the curriculum well. These include visiting Carew Airfield, Tenby fire station and a residential trip to Cardiff. Various guests visit the school, enhancing the pupils' learning experiences well. For example, an author, a famous singer who previously attended the school, an illustrator and an artist in resident who worked with the pupils to produce a school mural have all recently attended.

The school's provision for Welsh supports many pupils to make suitable progress in acquiring the language. Opportunities for pupils to develop their Welsh language skills in designated lessons are appropriate. The school is currently implementing the 'Siarter Iaith' throughout the school. The school utilises the 'Cryw Cymraeg' to promote Welsh through assemblies, celebration certificates and a Welsh-dining experience to encourage Welsh conversation. However, this is in its early stages of development.

The school ensures that pupils have appropriate opportunities to learn about their locality, and the history and culture of Wales through a suitable range of educational visits and visitors. Examples include a visit to Castell Henllys and Llangrannog.

Care, support and guidance: Good

The school has an inclusive and welcoming ethos that permeates its daily life and work. As a result, adults and pupils show respect, care and concern for each other. All teachers provide successful opportunities for pupils to share their emotions and concerns, for example by means of a worry box. Staff are sensitive when responding to pupils' needs.

The school uses a comprehensive range of processes to track and monitor the progress and wellbeing of all pupils consistently. They use this information to identify groups of learners, such as pupils that are more able and those with additional learning needs. However, the use of these tracking systems by all teachers to inform their classroom teaching is at an early stage of development.

Staff work well with a wide range of specialist services and external agencies. They use their expertise to help support pupils effectively.

The school offers a wide range of relevant intervention programmes to support pupils' literacy, numeracy and emotional needs. The school deploys a number of effective and experienced staff to deliver these programmes individually or in small groups. There are suitable personal learning plans for those pupils who need them. These highlight pupil's needs and the best way to support them. Pupils have regular opportunities to incorporate their thoughts and feelings into these plans alongside class teachers. Support staff use this information well to plan intervention work and monitor progress. As a result, most of these pupils make good progress against their personal targets.

The additional learning needs (ALN) co-ordinator maintains a clear system for enabling staff to identify pupils who are in need of emotional support and they ensure that trained staff provide effective support to those identified. The school has adopted Fudge the rabbit, who provides good support to those pupils with emotional needs. This has had a significant impact on the pupils in one particular class.

The school has an established relationship with parents and provide effective lines of communication, which include a class reward system, newsletters and social media. The school helps parents to support their child's learning through useful online applications such as a mathematics ICT programme and an ICT platform for learning. The school keeps parents well informed about their child's progress and they seek their views and consider their feedback.

The school has an active Friends of St Teilo's association, which organises a wide and varied range of activities. It raises beneficial funds, which the school has used to provide a range of additional resources, such as outdoor play equipment.

The school makes appropriate arrangements to promote healthy eating and drinking. Teachers and leaders provide worthwhile opportunities for pupils to develop healthy lifestyles. The wide range of after-school sports clubs enrich pupils' physical development successfully and contribute well to pupils' standards of wellbeing. Activities such as the daily mile and the adventure trail provide further worthwhile opportunities for pupils to enjoy the benefits of a healthy lifestyle.

Nearly all pupils have established opportunities to develop their understanding of spiritual and moral issues through the school's clear focus on values. These values feature regularly in collective worship, in addition to opportunities to reflect on how their actions affect others.

There are useful opportunities to promote pupils' cultural development. For example, the school has been involved in a national festival to celebrate the work of Shakespeare. The craft after school club provides enjoyable creative experiences for pupils. However, arrangements to promote pupils' creative development through art, music and drama are generally underdeveloped.

There are inclusive opportunities for pupils to contribute to the work and the life of the school. Pupil voice forums, such as school councillors, Digital Leaders and Criw Cymraeg, are progressing well and beginning to contribute to decisions about school improvements and organising events. However, pupils do not always get the opportunity to influence or make decisions about what they want to learn, and how they want to learn it, consistently across the school.

The teachers provide limited opportunities for collaborative work between pupils and for working as a team.

The school's arrangements for safeguarding pupils meet requirements and do not give cause for concern.

Leadership and management: Adequate and needs improvement

The headteacher has established a clear vision for the school that focuses on the wellbeing of pupils and on providing an inclusive education for all. She has communicated this vision clearly amongst staff, governors, pupils and parents. Roles and responsibilities for all members of staff are well defined. However, there are no formal opportunities for them to experience leadership roles within the school and no formally defined arrangements to cover leadership responsibilities in the absence of the headteacher.

There are useful procedures to undertake staff performance management that lead to specific targets for further development. However, the current processes for monitoring pupils' standards are mainly focused on provision and not sufficiently on outcomes.

The school has developed a timetabled process for evaluating its work and the self-evaluation report is evaluative and succinct. It recognises standards achieved by pupils, and areas for improvement. The school identifies and plans for its strategic direction with a focus on the continued need to improve the quality of teaching especially for the more able and talented pupils, and to improve standards in Welsh. These have yet to be fully developed.

The school's development plans contain appropriate action plans to support strategies to achieve new targets. These action plans name the personnel responsible, have a sensible timeline, outline the key evidence required to measure progress, highlight resource implications and name the link governor. However, progress against the recommendations of the previous inspection is limited and only a minority of them are achieved to date.

There are a few opportunities to support the professional learning of all staff. For example, the training provided to develop pupils' emotional wellbeing has proved effective in building their self-confidence and improving their work. Staff have visited other schools in the locality to enhance their knowledge about ICT and have shared this with their colleagues. This helps to improve their confidence in the delivery of the Digital Competency Framework. This has led to a coding club and computer club as extra-curricular provision, contributing well towards improving pupils' standards in ICT.

The school takes good notice of local priorities, notably through setting up the recent weekly Genius hour activity in conjunction with the regional consortia. This provides pupils with valuable opportunities to develop a more independent approach to learning.

The school has shared good practice from the foundation phase with other schools. For example, the visits to Tenby beach provide the pupils with valuable creative and imaginative learning activities.

Governors are supportive of the work of the school. They have established link roles to monitor the impact of various aspects of provision and succeeded in securing more support for pupils with additional learning needs. They visit the school regularly and undertake observations of specific activities linked to science and literacy. As a result, they gain an increasing understanding of the school's strengths and of areas for further development. However, governors' roles in challenging the school about pupil standards are limited.

Leaders manage the school's resources well, with spending decisions supporting targets for improvement appropriately. The school makes effective use of grant funding such as the pupil development grant to improve outcomes and the wellbeing of pupils. There are an appropriate number of teachers and support staff to deliver the curriculum.

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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