



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

A report on

**Ysgol Hafan Y Môr
Heywood Lane
Tenby
Pembrokeshire
SA70 8BZ**

Date of inspection: May 2019

by

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

About Ysgol Hafan Y Môr

Ysgol Hafan y Môr is situated in the seaside town of Tenby in Pembrokeshire local authority. There are 142 pupils on roll, including 19 full-time nursery age pupils and 28 part-time nursery age pupils.

Over a three-year-period, around 12% of pupils have been eligible for free school meals. This is slightly lower than the national percentage of 18%. Around 7% of pupils come from Welsh-speaking homes and very few are from ethnic minority backgrounds. The school has identified around 13% of its pupils as having additional learning needs, which is slightly lower than the national percentage of 21%.

The headteacher has been in post since September 2016. The school has not had a core inspection previously as it is a new school.

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 shares her robust vision highly skilfully with the whole school community. Staff work together effectively and ensure that all pupils are happy and make consistently good progress. The governing body supports the school exceptionally well in order to provide valuable experiences for all pupils. Parents support all of the school's activities successfully and contribute effectively towards creating a familial environment within the school's close-knit community.

Most pupils develop their literacy and numeracy skills soundly in a purposeful variety of learning activities. They work effectively independently and in groups, and apply themselves enthusiastically while completing tasks. Most pupils learn effectively in the classroom and apply their skills soundly to creative challenges in the outdoor area. Staff make comprehensive use of the outdoor area and take advantage of the extensive site in order to enrich learning experiences. As a result, pupils become completely engrossed in their learning and develop as skilful learners.

Nearly all pupils develop their Welsh language skills successfully and are proud of their Welshness. The school promotes pupils' learning successfully in a natural Welsh environment.

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

Recommendations

- R1 Improve pupils' creative writing more extensively across the school, particularly more able pupils
- R2 Ensure valuable opportunities for pupils to apply their numeracy skills consistently across the curriculum
- R3 Develop feedback strategies further in order for pupils to know how to improve their work

What happens next

Ysgol Hafan y Môr will produce an action plan to address the recommendations from the inspection.

Estyn will invite the school to prepare a case study on its work in relation to the effectiveness and efficiency of the governing body in terms of all of the school's procedures, to be disseminated on Estyn's website.

Main findings

Standards: Good

During their time at the school, most pupils, including those with additional learning needs, make sound progress as they move through the school and achieve well.

Across the school, most pupils develop their oral Welsh skills successfully. Nearly all nursery pupils listen and respond effectively to instructions and discussions in Welsh, and use an increasing range of vocabulary. Most use a constructive range of sentence patterns successfully in various situations, for example as Year 1 pupils discuss their work on recycling. Most pupils in key stage 2 build effectively on this firm foundation, and use the language confidently to socialise at play time and use it purposefully in their lessons. They are proud to communicate in Welsh and use the language successfully alongside English. At the top of the school, most pupils discuss interesting subjects maturely and use extensive vocabulary to create effect, for example when discussing the flooding of the Tryweryn valley.

Most pupils enjoy reading and make good progress over time. Pupils in the reception class recognise letters and sounds correctly and are beginning to recognise words confidently. By Year 2, most build unfamiliar words successfully and read with mature expression. They discuss the content of books enthusiastically and refer to features in the text effectively. In key stage 2, most pupils read intelligently in both languages. They develop their higher order reading skills effectively in Welsh and English, and transfer knowledge confidently from one language to the other. A good example of this is Year 6 pupils searching for suitable information in order to present information about the Sea Empress environmental disaster.

In the foundation phase, most pupils' writing skills are developing effectively. The school's youngest pupils write in a suitable variety of activities, for example when writing a get well soon card to Little Red Riding Hood's grandmother. By Year 2, many pupils vary the beginning of their sentences successfully and present information effectively, for example when describing Barti Ddu. As they move through key stage 2, most pupils write successfully in both languages, and use paragraphs and punctuation with increasing accuracy, on the whole. They use an appropriate range of vocabulary in order to enrich their work, for example using interesting adjectives when describing a picture by a local artist. Most write in a suitable variety of genres and use purposeful language, for example when writing a factual report to attract visitors to Tenby. However, a minority of pupils across the school do not develop their creative writing extensively enough.

Most pupils in the foundation phase make good progress in their mathematical development. Their understanding of number facts and place value is sound. By Year 2, they develop a good understanding of number, for example when beginning to understand the link between simple multiplication and division while planting seeds to grow vegetables in the school garden. Most pupils in key stage 2 build well on previous learning. Most use their numeracy work soundly, for example when calculating the perimeter and area of different food packaging. At the top of the school, most pupils apply their skills appropriately, for example when analysing the results of a large microplastic survey on a beach in Tenby. They estimate and

calculate how much plastic is within a square metre and feed their answers into formulae in order to compile their results purposefully.

Nearly all pupils across the school show confidence when discussing their information and communication technology (ICT) work. In the foundation phase, most pupils use word-processing programmes and branching databases skilfully. They also develop their animation skills effectively, for example by creating drawings of specific parts of the story of The Gruffalo. In key stage 2, most pupils develop their ICT skills capably and independently in a wide variety of activities, for example when using a control package to draw 2D shapes and when using a programme to gather information about pop artists from the 1960s and presenting their findings in a database.

Wellbeing and attitudes to learning: Good

Nearly all pupils behave well in the classroom and as they move around the school consistently purposefully. They are caring towards each other and treat adults and visitors with respect and maturity. This is a strong feature of the school.

Most pupils feel safe at school. They know whom to approach for support and advice if they are upset. Most pupils discuss emotional and social concerns confidently by identifying how they feel on daily charts in their classrooms.

Across the school, most pupils have a sound understanding of the importance of eating and drinking healthily and keeping fit. Nearly all pupils develop their physical skills successfully, for example through the cricket club, yoga and various physical activities for five minutes a day. The bronze ambassadors lead weekly play sessions for foundation phase pupils skilfully. This has a positive effect on pupils' understanding of how to keep fit.

Nearly all pupils have a sound understanding of how to stay safe online. For example, the digital wizards create posters and a rap about online safety. They also receive regular lessons from the police community support officer in order to discuss cyberbullying. As a result, nearly all pupils understand the importance of discussing the dangers that may arise when using the internet intelligently.

Across the school, many pupils are given relevant opportunities to have a positive influence on school life by taking productive action, for example as members of the school council, eco council and bronze ambassadors. They undertake their various responsibilities enthusiastically, for example by selling resources to raise money to purchase a defibrillator. A few pupils develop their leadership skills effectively as members of the attendance committee. They are responsible for monitoring attendance and rewarding classes successfully through the 'Presenoldeb Perfffaith' (Perfect Attendance) system. As a result, nearly all pupils are keen to attend school regularly.

Most pupils are given appropriate opportunities to express their views on environmental issues through the eco council. They organise a range of activities, for example planting trees in the school's forest. They also develop their communication skills effectively with parents by promoting their fair trade school uniform.

Nearly all pupils are proud of their Welshness. The Welsh dragons organise a number of interesting activities in order to promote this, for example by enjoying Welsh music. This has a positive effect on many pupils' understanding of responsibility for others and, as a result, they develop as responsible citizens.

Nearly all pupils apply themselves fully to their learning tasks and show interest and enthusiasm in their activities, for example when taking part enthusiastically in weighing challenges in the foundation phase. They work effectively with their peers and treat others with respect. Most pupils show resilience by using a variety of learning strategies, for example when developing their problem-solving skills in the challenges in the outdoor area. Most pupils show positive attitudes towards their work and develop as independent and confident learners.

Teaching and learning experiences: Good

Teachers know the pupils well and develop a positive working relationship in order to promote effective learning. They create a stimulating and supportive environment, which is based on courtesy and respect. Staff celebrate pupils' work successfully through polished and creative displays. They have high expectations and ensure that pupils work diligently.

One of the school's strengths is the robust Welsh environment, which encourages pupils to take pride in the Welsh language. Teaching staff are skilful language models and promote the natural use of the Welsh language from a very early age. Teachers provide creative opportunities for pupils to learn about Wales, for example about famous Welsh people from the past and present. As a result, pupils develop to become confident and competent bilingual learners who are proud of their Welshness.

Most teachers have up-to-date subject knowledge and use it skilfully to plan rich experiences and interesting lessons. Lesson presentations engage most pupils' interest effectively, and teachers use various questioning techniques in order for pupils to recall previous knowledge effectively. In the best practice, teachers encourage pupils to work together and use methods to support each other effectively, for example when planning and creating a shelter in the outdoor area. Most pupils discuss confidently and overcome difficulties successfully. However, learning activities are not always challenging enough in order to stretch a few pupils, particularly those who are more able.

Across the school, staff plan a valuable range of stimulating learning experiences that develop pupils' knowledge and understanding effectively. The requirements of the literacy, numeracy and ICT frameworks have been embedded firmly in the school's schemes of work. Teachers plan a whole-school theme every term, which develops pupils' skills effectively, on the whole. However, pupils are not given enough opportunities to apply their numeracy skills consistently enough across the curriculum.

The majority of staff encourage pupils to make choices about what and how they would like to learn within activities. They plan activities that consider their choices and develop their independent learning skills very effectively. For example, Year 2 staff have created a florist in the role-play area at the request of pupils. The practice

of providing opportunities for pupils to make decisions about what and how they learn is developing effectively across the school.

Teachers provide pupils with appropriate oral and written feedback in order for them to know how well they are achieving and what they need to do in order to improve. They provide suitable opportunities for pupils to assess their own performance and that of their peers, and develop a positive learning environment. However, teachers do not provide regular opportunities for pupils to reflect on their work and make improvements. The principles of the foundation phase have been developed masterfully. Teachers plan learning activities successfully by using the classroom and the outdoor area to a very high standard. In the best practice, they provide effective opportunities for pupils to develop their skills through a series of purposeful challenges. For example, pupils create a short film about the importance of caring for a wild flower habitat in the forest as part of their 'Mercher Mwdlyd' ('Welly Wednesday') activities. In key stage 2, teachers are beginning to plan stimulating activities in the outdoor area, for example by gathering information about forest birds in order to design and create nesting boxes. As a result, pupils' literacy, numeracy and ICT skills are developing beneficially across the school.

Care, support and guidance: Good

The school has effective procedures for tracking pupils' progress and wellbeing. Teachers use information about pupils' performance effectively when considering the progress of specific groups of pupils. The school is developing its use of tracking and monitoring information knowledgeably in order to provide robust support. Pupils' individual reports include useful information that identifies progress and the next steps clearly.

Teachers identify pupils' needs at an early stage and organise comprehensive provision for them. Assistants are used effectively to provide a wide range of intervention programmes. The school monitors the progress of pupils with additional learning needs successfully and, as a result, most make good progress in their learning and personal development. All pupils with additional learning needs have an individual development plan, which includes clear and measurable targets. Teachers review targets regularly during the year, and parents and pupils contribute appropriately to the process.

The school works effectively with a range of external agencies. For example, the school works with the educational psychologist, speech and language therapists, occupational therapists and the inclusion team in order to ensure purposeful support. As a result, nearly all pupils receive beneficial support and make consistent progress.

The school shares information with parents about school events regularly through social media, newsletters and the website. The school provides a wide range of opportunities for parents to support their children, for example by setting reading activities on Hwb and encouraging parents to learn Welsh. This contributes well to the school's caring and familial ethos.

The school has effective arrangements to promote eating and drinking healthily. Staff provide extra-curricular clubs, for example the healthy cooking club, sports club, gardening club and craft club, which provide valuable experiences for pupils. The

school sends bags of sports equipment home with the youngest pupils in order to develop their physical skills. This has a positive effect on pupils' and parents' understanding of keeping fit.

The school ensures that pupils' wellbeing is at the heart of its work and that they develop to become responsible and confident citizens. Staff promote equality and diversity successfully by learning about different cultures. They provide an effective range of purposeful periods for pupils to learn about Christianity and other religions, and reflect on different religious and moral aspects. For example, they study Holy Week and take part in stimulating activities in relation to the story of Rama and Sita. As a result, most pupils discuss the features of different religions sensitively and knowledgeably. Mindfulness sessions are held regularly, which promote pupils' wellbeing and moral development successfully.

Staff implement the personal and social education plan consistently within the school, and provision is in place both inside and outside of lessons, for example to discuss disability sensitively. The emphasis on developing pupils' awareness of their rights is prominent in school life, through displays, whole-school assemblies and in the leading role that pupils play in school life. The school is a 'telling school' and staff encourage pupils to share their concerns in various ways, for example during circle time. As a result, pupils feel safe at school.

Provision to promote pupils' creative skills within the school and the community is developing well. Pupils compete in eisteddfodau and develop valuable links with local artists and authors. They are given opportunities to attend the local theatre, and theatre in education companies visit the school, for example the Barti Ddu show.

The school's arrangements for safeguarding pupils meet requirements and are not a cause for concern.

Leadership and management: Good

The headteacher has a clear and robust vision that is based on providing the best possible opportunities and care for all pupils. Over a short period of time, she has shared this passionately across the school. By doing so, she has established a familial and welcoming ethos in which everyone is proud of belonging to Ysgol Hafan y Môr.

The senior management team shares its high expectations skilfully with staff. By doing so, they work together skilfully. This is a strong feature of the school and, as a result, they are developing as an effective and conscientious team. They have introduced team leaders, who are responsible for leading on specific areas within the school, for example health and wellbeing. They support staff purposefully to develop effective systems to monitor provision and pupils' standards. Through this, they create a clear picture of what needs to be improved and how they will achieve it. This provides sensible priorities that are beneficial to the school. Leaders provide purposeful and engaging opportunities for pupils to develop their Welsh language skills within the school and the community.

Leaders are supported purposefully and highly effectively by the governing body. They have excellent knowledge of the school and have worked tirelessly to establish

the school. Members are extremely active and supportive, and have a robust effect on raising pupils' standards and wellbeing. They are aware of the school's strengths and areas for improvement by taking part in a wide variety of quality improvement activities regularly. By doing so, they challenge leaders confidently and operate highly effectively as valuable, critical friends of the school. The governing body's effect on the development of the school is an excellent feature.

Leaders identify the school's strengths and weaknesses consistently well by gathering and analysing a wide range of information about the school. They use comments from parents and pupils, in addition to lesson observations and learning walks, purposefully to priorities areas for improvement. They use this information to create purposeful plans. A useful monitoring timetable leads to staff and governors tracking progress against the priorities, which ensures that actions lead to improvement. As a result of these systems, the school has addressed a number of priorities effectively over a period of time. A good example of this is improving the standard of pupils' Welsh and wellbeing.

Since the school was established, leaders have ensured purposeful opportunities for staff to develop professionally. They have clear job descriptions and fulfil their duties and responsibilities conscientiously. Through robust performance management processes, the headteacher is beginning to develop leaders across the school. As a result, teachers lead on different aspects of the school and develop their leadership skills capably; for example, the progress team is developing the efficiency of systems to track pupils' progress.

Leaders use the school's resources effectively. They monitor expenditure wisely and ensure that staffing and resources are suitable. Leaders secure additional funding successful through specific grants, for example to provide a new obstacle course on the school field in order to promote wellbeing and fitness. They also use the pupil development grant effectively to support their emotional and social wellbeing.

One of the school's strengths is its effective use of the site. Staff create an attractive learning environment within the classrooms and in the outdoor area. In the foundation phase, staff provide stimulating equipment to ensure that pupils complete challenges successfully in the different areas. The open stage provides an opportunity for pupils to perform, and staff use the forest highly effectively in order for pupils to develop and apply their literacy and numeracy skills. Across the school, staff make very effective use of the outdoor area to develop pupils' physical skills. This includes a wide variety of physical education activities.

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.

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

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