



Rhagoriaeth i bawb – Excellence for all

Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

A report on

**Tenby Infants V.C School
Heywood Lane
Tenby
Pembrokeshire
SA70 8BN**

Date of inspection: February 2014

by

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

During each inspection, inspectors aim to answer three key questions:

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

Inspectors also provide an overall judgement on the school's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

Judgement	What the judgement means
Excellent	Many strengths, including significant examples of sector-leading practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh areas for improvement
Unsatisfactory	Important areas for improvement outweigh strengths

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

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Context

Tenby Voluntary Controlled Infants School is an English medium infant school with an attached Welsh medium unit, situated on the outskirts of the sea-side town of Tenby and is maintained by Pembrokeshire local authority. There are currently 202 pupils on roll aged from three to seven years. Seventy-three per cent of pupils are educated through the medium of English and the remaining 27% through the medium of Welsh.

Most pupils come from homes in which the predominant language is English. Seven per cent of the pupils come from homes where Welsh is spoken, and very few have English as an additional language. Eight per cent of pupils are entitled to free school meals, which is significantly lower than the average for primary schools in Wales. The school has identified approximately 7% of its pupils as having additional learning needs. Again, this is significantly lower than the average for Wales.

The present headteacher was appointed in 1998, and the school was last inspected in March 2008.

The individual school budget per pupil for Tenby Voluntary Controlled Infants School in 2013-2014 means that the budget is £3,624 per pupil. The maximum per pupil in the primary schools in Pembrokeshire is £6,304 and the minimum is £3,270. The school is 45th out of the 61 primary schools in Pembrokeshire in terms of its school budget per pupil.

Summary

The school's current performance	Good
The school's prospects for improvement	Good

Current performance

The current performance of the school is good because:

- nearly all pupils make good progress;
- pupils' performance in end of Foundation Phase assessments compares well with that of similar schools;
- nearly all pupils are courteous and behave well;
- it provides a wide range of activities, which supports pupils' learning experiences well;
- the quality of teaching is generally good; and
- teachers have high expectations of the pupils.

Prospects for improvement

The prospects of improvement for the school are good because:

- the headteacher has a strong and clear vision for the school;
- senior leaders work well together to provide the school with a sense of purpose;
- there is a well-established team ethos;
- governors are very supportive;
- leaders and managers have an accurate understanding of standards and the quality of teaching; and
- partnerships with parents are strong.

Recommendations

- R1 Improve the presentation of pupils' work
- R2 Improve pupils' attendance
- R3 Provide more effective opportunities for pupils to learn about the culture and traditions of Wales
- R4 Ensure that marking is used more effectively so that older pupils know what they need to do to improve
- R5 Improve systems for self-evaluation and school improvement planning

What happens next?

The school will draw up an action plan which shows how it is going to address the recommendations. The local authority will monitor the school's progress.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Nearly all pupils make good progress during their time in the school.

The listening skills of almost all pupils are developing well. Pupils listen attentively to adults and each other in a range of situations. Most pupils in all classes read with meaning and confidence at a level which is at least in line with their age. Pupils' oral skills are generally good with most pupils in the Welsh and English classes speaking with increasing confidence. Pupils in the English classes use Welsh words and phrases naturally in a variety of situations. The writing skills of most pupils are developing well. By the end of the Foundation Phase, pupils are able to write effectively for a range of purposes. However, pupils do not always form their letters correctly or present their work well.

Pupils' numeracy skills are developing well. Most older pupils have a clear understanding of number and use their knowledge effectively to solve simple problems in different contexts across the curriculum. They are able to collect and record simple data effectively and represent their findings in tables and graphs. For example, the number of syllables in their names.

Pupils with additional learning needs make good progress in line with their ability.

In the end of Foundation Phase assessments, pupils' performance at both the expected and higher outcomes shows an upward trend and is generally consistently better than that of other similar schools and the Wales average. However, performance in personal and social development in 2013 was slightly below that of similar schools and the Wales average. In 2013, its performance in the Foundation Phase indicator placed the school in the top 25% of similar schools based on entitlement to free school meals. It was placed in the upper 50% for all areas of learning. At the higher outcomes, in 2013, the school generally performed well when compared with other, similar schools. Boys generally performed better than girls at the expected outcomes in 2013. However, girls generally performed better than the boys at the higher than expected outcomes. There is no significant difference between the performance of pupils entitled to free school meals and those without such entitlement.

Wellbeing: Adequate

Nearly all pupils are courteous and behave well. They enjoy coming to school and participate enthusiastically in lessons. Nearly all pupils feel safe at school and know to whom to turn for advice or to discuss any concerns that they have. Most pupils understand the importance of taking regular physical exercise and making appropriate choices in what they eat and drink in order to keep healthy.

Pupils take responsibility for their actions and show respect and care for others. They are thoughtful and mature when making appropriate decisions on the school council and the eco council, and take their responsibilities seriously. They contribute extensively in the community by raising money and taking part in many local social events such as the Christmas concert in the town. This develops their social and life skills effectively.

Pupils' attendance percentage is consistently around 93%. This has placed the school in the lower 50% over the last five years and bottom 25% over the last three years when compared with similar schools in terms of the percentage of pupils who are entitled to free school meals. Pupils' punctuality is generally good.

Key Question 2: How good is provision?	Good
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Learning experiences: Good

The school provides a valuable range of curriculum activities which support pupils' learning experiences well. Tasks and activities stimulate pupils' interests and their motivation to learn. For example, a visit to the woods by pupils in Year 2 provided worthwhile opportunities for them to develop their numeracy skills by collecting and analysing data about 'welly' sizes. A worthwhile range of extra-curricular activities supports well the development of pupils' skills and knowledge. For example, the school's choir develops pupils' confidence and musical skills when performing for the local community.

Long and medium term planning is developing appropriately. Themes such as 'Opposites' foster positive links between the Welsh and English classes. As a result, there is a comprehensive approach to consistency in planning across the school.

The school plans well for the development of pupils' skills in literacy and numeracy. However, teachers do not always plan opportunities for developing pupils' information and communication technology (ICT) skills strategically enough to ensure progression year on year.

Provision for Welsh language development is effective with pupils developing their bilingual skills well in their day-to-day activities. However, the school is less successful in developing pupils understanding of the culture and traditions of Wales.

The school provides useful opportunities across the curriculum for pupils to extend their knowledge and understanding of sustainable development and global citizenship. For example, activities such as exploring the celebrations of the Chinese New Year promote pupils' understanding of other cultures well.

Teaching: Good

The quality of teaching is generally good. Most teachers have a clear understanding of the Foundation Phase and make effective use of the indoor and outdoor environment to support pupils' learning. They plan interesting tasks to ensure that pupils learn new skills and practise any skills that they already have within different contexts. Most teachers have high expectations and challenge pupils effectively.

Most teachers give clear explanations and ask effective questions that encourage pupils to learn independently and think for themselves. All teachers and support staff establish effective working relationships with each other and with the pupils. This encourages pupils to make good progress. Most teachers and support staff ask simple Welsh questions effectively during activities, which encourages pupils to use simple Welsh phrases confidently in response. Most teachers conduct sessions at an appropriate pace and ensure that almost all pupils engage well in their learning.

The school uses a range of practical assessment strategies appropriately to gain an insight into how well pupils understand new concepts. For example, in lessons, pupils use their thumbs to signal how well they understand the tasks. Teachers use regular formal assessment procedures effectively to inform planning. However, teachers do not always use clear written comments to help older pupils understand what they need to do to improve.

Reports to parents are clear and give them appropriate information about their child's progress.

Care, support and guidance: Good

Members of staff provide effective guidance and support to develop pupils' social, moral and emotional needs. As a result, pupils feel safe and well cared for in school. Provision for pupils' spiritual development is appropriate. Opportunities for celebrating pupils' achievements and other whole school activities, for example the 60th birthday of the school, promote a sense of pride and involvement in the school and the local community. The school involves parents appropriately in their children's learning through effective home-school links.

The school makes appropriate arrangements for healthy eating and drinking. It provides information about the benefits of a healthy diet and lifestyle through a range of activities linked to the curriculum. There are appropriate opportunities to allow pupils to make decisions through the school council and the eco committee. For example, members of the school council have been actively involved in the provision of raised beds in the outdoor areas, which promotes a good understanding of how things grow.

The school has recently adopted a range of policies and systems for promoting good attendance. However, the actions have not yet had time to impact on pupils' attendance.

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

The school provides effective arrangements for identifying and monitoring pupils with additional learning needs. This leads to pupils taking part in a purposeful range of intervention programmes, which successfully supports their learning. Positive links with specialist services such as speech and language therapy provide further effective support for pupils.

Learning environment: Good

The school is a welcoming and inclusive community with a close family atmosphere. Pupils have equal access to all activities irrespective of their gender, background or ability. The school treats pupils fairly and with respect and encourages them to recognise the similarities and differences between people of all backgrounds, cultures and faiths. For example, pupils learn about the Chinese New Year, Diwali and the Hindu culture. This contributes well to pupils' understanding of the world in which they live.

The internal accommodation is bright and colourful and provides a stimulating environment for learning. The classrooms are well organised and contain artistic displays of pupils' work. There is good access for disabled pupils and adults and there are enough suitable learning resources to support all areas of learning. The external accommodation is a notable feature of the school's resources and promotes outdoor learning well. The accommodation and grounds are secure, clean and maintained to a high standard. However, the recently formed additional Welsh-medium nursery class is small and has limited space for pupils to engage in active or lively play.

Key Question 3: How good are leadership and management?	Good
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Leadership: Good

The headteacher leads a school where all pupils matter and are supported well in order to succeed. Staff, parents and governors share this vision.

Senior leaders work well together to provide the school with a clear sense of purpose. For example, the deputy headteacher has made a valuable contribution to developing curriculum planning in the school. As a result, pupils have a wide range of experiences that build successfully on their skills, particularly in reading and writing.

The school has a well-established team ethos where members of staff are valued highly and professional development is high on the agenda. The lead teacher in the Welsh-medium class, for example, shares good practice in using ICT for assessment purposes and a Year 2 class teacher is training support staff in using incidental Welsh. Staff are encouraged to take on new roles and responsibilities and leadership is developed effectively at all levels. For example, a support member of staff co-ordinates the school's additional needs provision effectively.

Governors are very supportive of the school. They have a good understanding of how well the school performs in comparison to similar schools and of the progress that pupils make as a result of initiatives. Governors take a keen interest in what happens on a day-to-day basis, regularly attending celebration assemblies and visiting classes. This helps to develop their understanding and provides them with a sound evidence base on which to challenge the school about what it does. Governors are less involved in working with the school in developing its strategic direction.

The school is successful in meeting local and national priorities, such as ensuring that standards of pupils' reading and writing are good and making the most of the outdoors to support pupils' learning. It has made an appropriate start on implementing the requirements of the Literacy and Numeracy Framework.

Improving quality: Adequate

Leaders and managers have an accurate understanding of the pupils' standards of literacy and numeracy and the quality of teaching. They analyse performance data carefully to identify how well pupils achieve and to evaluate the success of initiatives. The school is particularly successful in using data to identify and support pupils with additional learning needs. However, leaders and managers do not monitor all aspects of the life and work of the school systematically enough. As a result, they are not clear how well, for example, the school develops pupils' sense of Welsh heritage and culture or pupils' standards in ICT.

The use of first-hand information from classroom observations and book scrutiny is developing appropriately. However, leaders and managers do not undertake these activities regularly enough to provide useful information to inform self-evaluation. The deputy headteacher and the lead practitioner in the Welsh-medium stream monitor teachers' planning regularly. This has led to more consistency in planning and improved the consistency of learning experiences across the school. The school's arrangements to seek the views of stakeholders such as parents and pupils to inform self-evaluation are limited.

The school produces a detailed annual self-evaluation document. This document is informative and makes good use of data to identify areas for improvement. However, planning to address these areas is not as effective. For example, there are too many targets, many of which the school has not identified in the current self-evaluation document. There are no timescales for completion of targets, which makes it difficult to prioritise action. Targets are not always precise enough with a clear focus on outcomes for pupils. Despite these shortcomings in strategic planning, the school has a good track record of maintaining and improving standards and the quality of provision. It has improved pupils' reading, writing and personal and social skills and the quality of teaching in recent years.

Partnership working: Good

The partnership with parents is strong. The school's open door policy and the readiness of the headteacher and staff to listen to parents and their concerns have developed a high level of trust over many years. The school provides a wraparound care facility for its part-time three-year-olds, which supports working parents well.

The Tenby community holds the school in high regard. Pupils regularly participate in community initiatives such as 'Tenby in Bloom', and take part in the town Christmas carol service. As a result, pupils are developing a strong sense of belonging. Good use is made of community facilities, such as the local library and lifeboat station, to enrich pupils' learning and their awareness of their locality.

The school also works well with a range of other partners, such as the local cluster of schools and the local church. These partnerships make a positive contribution to improving outcomes for pupils. For example, the local vicar works in an effective partnership with the school to plan regular collective worship sessions linked to the school's personal and social curriculum. This has strengthened pupils' understanding of important values, such as thankfulness. The partnership with the local junior school is not yet fully developed.

Resource management: Good

The school makes good use of its available finance and manages its budget well.

Overall, teaching and non-teaching staff are deployed effectively to make best use of their skills and expertise. The performance management of staff meets statutory requirements and there is very good support and development for staff to make progress and improve their skills. For example, one teaching assistant from the school has qualified as a teacher and two others have become higher order teaching assistants. All permanent staff have attended training on teaching reading and writing. As a result, pupils' standards are improving. There are good arrangements in place to provide teachers with planning, preparation and assessment time.

The school generally makes efficient use of its accommodation. Leaders manage the school's resources, including the inside and outside learning areas well. This makes a positive contribution to supporting pupils' learning and wellbeing.

Staff plan together regularly and share ideas and ways of working. Professional learning communities are developing appropriately and have increased the understanding of individual members of staff of aspects such as the teaching of spelling. In view of the fact that pupils' outcomes are good and that there are many strengths in provision, the school provides good value for money.

Appendix 1

Commentary on performance data

In the end of Foundation Phase assessments, pupils' performance at both the expected and higher outcomes shows an upward trend and is generally consistently better than the performance levels of others within the family of similar schools and the Wales average. An exception to this is personal and social development where the school's performance in 2013 was slightly below the performance levels of similar schools and the Wales average.

In 2013, for the Foundation Phase indicator and the expected outcomes for language, literacy and communication skills in Welsh and personal and social development, the school was in the top 25% of similar schools based on the percentage of pupils entitled to free school meals. It was in the upper 50% of similar schools for language, literacy and communication skills in English and mathematical development.

At the higher outcomes, in 2013, the school was in the top 25% for performance in language, literacy and communication skills in English and mathematical development, in the upper 50% for language, literacy and communication skills in Welsh and in the lower 50% for personal and social development.

Boys generally performed better than girls at the expected outcomes in 2013. However, girls generally performed better than the boys at the higher than expected outcomes. Pupils entitled to free school meals do not perform significantly different to those who are not entitled to free school meals.

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

The number of responses received were fewer than 10. No data will be shown.

Responses to parent questionnaires

denotes the benchmark - this is a total of all responses since September 2010.

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the school.	53	40 75%	13 25%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	53	44 83%	9 17%	0 0%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		72%	26%	1%	0%		
My child was helped to settle in well when he or she started at the school.	52	41 79%	10 19%	1 2%	0 0%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	52	40 77%	11 21%	0 0%	0 0%	1	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	52	35 67%	8 15%	1 2%	0 0%	8	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	53	39 74%	11 21%	0 0%	0 0%	3	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	52	39 75%	12 23%	0 0%	0 0%	1	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		63%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	52	28 54%	18 35%	0 0%	0 0%	6	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol.
		47%	40%	6%	1%		
Staff treat all children fairly and with respect.	52	40 77%	9 17%	1 2%	0 0%	2	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	34%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	53	37 70%	15 28%	0 0%	0 0%	1	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	36%	2%	0%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
My child is safe at school.	53	40 75%	13 25%	0 0%	0 0%	0	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		66%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	45	26 58%	11 24%	0 0%	0 0%	8	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	34%	4%	1%		
I am kept well informed about my child's progress.	52	27 52%	20 38%	3 6%	1 2%	1	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		49%	41%	8%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	53	36 68%	15 28%	2 4%	0 0%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	4%	2%		
I understand the school's procedure for dealing with complaints.	53	27 51%	20 38%	3 6%	0 0%	3	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		44%	39%	7%	2%		
The school helps my child to become more mature and take on responsibility.	52	35 67%	15 29%	0 0%	0 0%	2	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		55%	39%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	47	25 53%	12 26%	1 2%	1 2%	8	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		42%	34%	4%	1%		
There is a good range of activities including trips or visits.	52	35 67%	15 29%	0 0%	0 0%	2	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	52	35 67%	14 27%	0 0%	0 0%	3	Mae'r ysgol yn cael ei rhedeg yn dda.
		60%	33%	3%	2%		

Appendix 3

The inspection team

Huw Watkins	Reporting Inspector
Beverley Jenkins	Team Inspector
Dylan Jones	Lay Inspector
Gillian Cheverton	Peer Inspector
Gill John	Nominee

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.uk)

Year groups, the Foundation Phase and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and local authorities.

The following table sets out the age ranges relevant to each year group. For example, Year 1 refers to the group of pupils who reach the age of six and Year 13 is the year group who reach the age of 18 during the academic year.

Primary phase:

Year	N	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	3-4	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The Foundation Phase and key stages cover the following year groups:

Foundation Phase	Nursery, Reception, Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

Glossary of terms – Primary

Foundation Phase indicator (FPI)

Progress in learning through the Foundation Phase is indicated by outcomes (from outcome 1 to outcome 6).

The Foundation Phase indicator (FPI) relates to the expected performance in three areas of learning in the Foundation Phase:

- literacy, language and communication in English or Welsh first language;
- mathematical development; and
- personal and social development, wellbeing and cultural diversity.

By the end of the Foundation Phase, at the age of seven, pupils are expected to reach outcome 5 and the more able to reach outcome 6.

Pupils must achieve the expected outcome (outcome 5) in the three areas above to gain the Foundation Phase indicator.

The core subject indicator (CSI)

Progress in learning through key stage 2 is indicated by levels (level 1 to level 5).

The core subject indicator in key stage 2 relates to the expected performance in the core subjects of the National Curriculum:

- English or Welsh first language;
- mathematics; and
- science

By the end of the key stage 2, at the age of 11, pupils are expected to reach level 4 and more able pupils to reach level 5.

Pupils must gain at least the expected level (level 4) in the three core subjects to gain the core subject indicator.

All-Wales Core Data sets

Inspection reports may refer to a school's performance relative to a family of schools or to schools with a broadly similar proportion of pupils entitled to free school meals.

In relation to free school meals, schools are placed into one of five bands according to the three-year trend in the proportion of pupils entitled to free school meals in the school. The school's performance is then placed into quartiles (from the top 25% to the bottom 25%) in relation to how well it is doing compared with other schools in the same free school meal band.

The Welsh Government created the families of schools (typically a group of 11 schools) to enable schools to compare their performance with that of similar schools across Wales. The composition of the families draws on a number of factors. These include the proportion of pupils entitled to free school meals and the proportion living in the 20% most deprived areas of Wales. They also draw on the proportion of pupils with special education needs at school action plus or with a statement of special educational needs, and pupils with English as an additional language.