



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

Report following monitoring

Level of follow-up: Significant improvement

**Ysgol Harri Tudur/Henry Tudor School
Bush
Pembroke
Pembrokeshire
SA71 4RL**

Date of visit: January 2022

by

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

Outcome of visit

Ysgol Harri Tudur is judged to have made sufficient progress in relation to the recommendations following the most recent core inspection.

As a result, Her Majesty's Chief Inspector of Education and Training in Wales is removing the school from the list of schools requiring significant improvement.

Progress since the last inspection

R1. Raise standards, particularly at key stage 4 and in the sixth form

Overall, despite the impact of the pandemic, pupils, including those in the sixth form, make good progress in their knowledge, understanding and skills in the majority of lessons. They recall prior learning well and use this effectively when undertaking new work. In a few lessons, pupils make strong and rapid progress. For example, they learn swiftly how to simplify surds in mathematics and use their secure grasp of vocabulary and grammar to discuss the benefits of life in Pembrokeshire National Park in Spanish. In a few lessons, pupils make limited progress or do not make as much progress as they should. This is largely due to poor attitudes to learning or shortcomings in teaching.

Many pupils listen well in lessons, both to their teachers and their peers. They provide suitable contributions to classroom discussion and speak confidently in group or pair discussions. Higher ability pupils generally provide well-considered and extended responses to teacher questions. These pupils speak with assured confidence and use a broad range of sophisticated vocabulary such as when they explain the Red Scare in the 1920s in history lessons or when they participate in class debates.

Many pupils use their reading skills successfully to locate facts and gather information from a suitable range of texts. The majority of pupils skim read texts swiftly to find relevant information and scan longer pieces of texts successfully to identify key themes. A minority of pupils are able to securely infer meaning from literary texts and draw valid conclusions. A few pupils offer brief, undeveloped responses when completing reading tasks. They do not interpret texts well enough and, in a very few cases, pupils struggle to gather adequate information.

Many pupils develop their writing skills suitably. They write coherently and communicate their ideas clearly using an appropriate range of vocabulary. Generally, the majority of pupils write with accuracy and use punctuation correctly. They structure their work appropriately in paragraphs and use a variety of sentence structures. However, a significant few pupils produce only short written pieces and make frequent spelling and grammar errors. In a minority of subjects, where there are beneficial opportunities for pupils to write extended pieces, many pupils write successfully in a variety of styles and demonstrate a secure grasp of sophisticated language. In a few subjects, pupils do not make enough progress in writing as, too often, teachers set needless copying tasks.

Many pupils make secure development in numeracy skills in their mathematics lessons. They have a sound understanding of basic number and have suitable measuring skills. They convert measures confidently and construct graphs accurately. Many use their graphs to come to reasonable conclusions. Where there are relevant opportunities, the majority of pupils use their number skills well in subjects other than mathematics. For example, pupils make appropriate use of data and statistics when studying the impact of immigration in the United States of America in history lessons.

When given the opportunity, many pupils develop their thinking skills well, such as when they solve problems and make predictions and work out the next logical step in a process. In the majority of subjects, many pupils develop their information and communication technology (ICT) skills well. For example, pupils use ICT multimedia software confidently to create an interactive school prospectus.

The majority of pupils write short pieces in Welsh with appropriate accuracy and a suitable range of vocabulary. Overall, they apply their knowledge suitably when writing independently. However, a minority of pupils have weak recall of basic Welsh vocabulary and grammar and only communicate in short phrases.

R2. Improve pupils' behaviour and attendance

Since the core inspection, the school has introduced a number of beneficial strategies which have impacted positively on pupils' behaviour, attitudes to learning and attendance. These include a new behaviour policy that is understood and implemented well by most staff. Strategies include rewards and sanctions, improved tracking and monitoring of pupil behaviour through weekly meetings and individualised intervention packages for pupils who require emotional and behavioural support. These strategies have led to substantial improvements in pupils' behaviour in lessons and around the school. Generally, younger learners have more positive attitudes to learning while some older learners have not engaged well with the changes the school has implemented.

Most pupils now behave well around the school campus. Many pupils engage fully in their lessons and have a positive attitude towards their learning. They concentrate well, show respect to staff and work effectively with their peers. However, in a few lessons where the teaching is not strong, pupils do not apply themselves well and, in a very few cases, lose interest and produce mediocre work or do not complete tasks. The behaviour of a very few pupils causes disruption in lessons and impacts negatively on other pupils' progress.

The school has suitable processes to promote good attendance, including appropriate reward systems. Leaders at all levels analyse attendance data regularly and make suitable use of the analysis to respond promptly to pupil absence. They plan appropriate interventions to support pupils who are frequently absent, including a range of helpful strategies to respond at different stages. Leaders work effectively with parents and external partners to provide a wide range of tailored support packages for pupils who feel anxious about attending school.

Due to the challenges caused by the pandemic, we will not comment on the rates of attendance.

R3. Improve the quality of teaching and assessment

There has been a secure improvement in the quality of teaching and assessment since the time of the core inspection. This has had a positive impact on pupils' academic standards and on their well-being .

Many teachers foster productive relationships with their pupils and create a positive learning environment in their lessons. They have effective class routines, such as engaging lesson starters, that ensure that pupils settle quickly to work. They provide clear explanations and instructions and support learners well as they work.

In the majority of lessons, teachers plan activities carefully and include tasks that are suitable for the range of ability, including support for learners with additional learning needs. There is a helpful balance between teacher directed activities and time for pupils to work independently or in pairs and small groups. In these lessons, there is an appropriate pace to the learning and teachers ensure that pupils are on task throughout the lesson.

In a minority of lessons, teachers' planning for progress is particularly successful. They plan interesting activities that build on each other and set tasks that ensure strong progression in pupils' skills development and learning. Teachers in these lessons encourage pupils to think deeply and work to the best of their ability. They have passion for their subject and deliver their lessons with enthusiasm and creativity.

In a few lessons, there are common shortcomings that impact negatively on pupils' attitudes to learning and their progress. In these lessons, there are not enough opportunities for pupils to participate in a variety of tasks, to work independently of the teacher or to think for themselves. Teachers do not plan well enough for progression, allow tasks to go on for too long and set tasks that lack challenge and purpose. They generally have low expectations of what their pupils can achieve and do not encourage pupils to produce better work. In these lessons, teachers have weak classroom management skills, and this impedes learning.

Overall, many teachers use questioning effectively to test pupils' knowledge and address any misconceptions. The majority of teachers ask probing questions that help pupils to think and deepen their understanding. In a few cases, teachers use skilful questioning techniques to challenge their pupils' thinking further. They make productive use of pupils' answers to highlight strengths and shortcomings. In a few lessons, teachers do not use questioning regularly enough to assess pupils' learning. Too often, they ask simple, brief questions to the whole class. This does not allow them to gather enough information about pupils' level of understanding to enable them to adjust their teaching in order to support learning.

Overall, there is inconsistency in the quality and usefulness of written feedback. In the majority of cases, teachers provide useful comments on pupils' work and include helpful suggestions on how they can improve. In other instances, written feedback is not effective. This is because teacher comments are superficial, do not address specific weaknesses or do not include opportunities for pupils to improve their work.

R4. Improve monitoring and provision of support for standards of achievement and wellbeing

Since the core inspection, the school has strengthened appropriately its arrangements for monitoring pupils' academic achievement and well-being. The school has also created an effective and well co-ordinated system for supporting pupils. This system is understood by all staff and roles and responsibilities are clear.

Senior leaders collect relevant information at regular intervals on pupils' progress, attitudes to learning and well-being. They carry out detailed analysis of this information, which enables teachers and middle leaders to identify pupils who are underachieving and those who need extra support. Leaders and teachers prepare helpful 'Pupil Progress Plans' to support pupils who underachieve. Middle leaders monitor these plans closely to ensure that they are suitable and co-ordinated, and that they provide appropriate support.

The school uses a relevant range of baseline tests to identify pupils who need further literacy and numeracy support. Leaders plan tailored intervention packages for these pupils. The school provides beneficial sessions with learning coaches for pupils who need extra support with academic work. In addition, leaders have provided suitable training for staff on supporting all pupils within mainstream classes.

The school provides a wide range of suitable programmes to support pupils' well-being through the 'Broadhaven' and 'Little Haven' inclusion bases and the Learning Resource Centre. The school works well with external partners to ensure that the most vulnerable pupils receive appropriate support. During lockdown periods, the school developed strong partnerships with parents and carers and supported families sensitively.

Transition arrangements are sound and ensure that vulnerable pupils are supported well when they start in Year 7. The school's curriculum and programme for mentor sessions have been revised suitably to place a stronger focus on developing pupils' personal and social skills, as well as their empathy. The school has revised its curriculum appropriately to ensure that pupils have a range of suitable learning pathways.

School leaders monitor appropriately the effectiveness of the school's support programmes. The monitoring processes include suitable use of information gathered from pupil voice activities and information on pupils' destinations. However, the school's evaluation processes are over-reliant on data and leaders at all levels do not always make best use of first-hand evidence of the progress that pupils make in lessons to identify areas for improvement.

R5. Strengthen the effectiveness and accountability of leaders at all levels

Since the core inspection, there have been notable improvements in the effectiveness and accountability of leaders at all levels. During this time, the headteacher has communicated her increased expectations for pupils' behaviour and the quality of teaching successfully. With the support of her senior leadership team, she has maintained her drive for improvement despite the challenges presented by the COVID-19 pandemic.

The headteacher has refined the structure of the senior and middle leadership beneficially. As a result, roles and responsibilities are clear and are distributed suitably. Line managers meet with staff regularly to discuss the impact of departmental and faculty initiatives and ensure they align with the school's main priorities. Most middle leaders communicate high expectations to their staff and lead their areas of responsibility efficiently.

Leaders have adjusted the school timetable so that staff have time to engage with a range of beneficial professional learning opportunities. The programme includes important aspects such as developing pupils' digital competency, raising attainment of disadvantaged pupils, and improving pupils' literacy and numeracy. Middle leaders have benefited from relevant training, including a course focusing on their role and their moral purpose.

The school has a calendar of suitable activities to enable leaders to gain first-hand information about the quality of teaching and learning. This includes lesson observations, learning walks, scrutiny of pupils' work, listening to pupils and opportunities for parents and staff to share their views. Overall, leaders have a sound understanding of the quality of teaching across the school and make good use of data. However, in general, leaders do not evaluate the quality of teaching in line with its impact on pupils' learning closely enough.

The school has a useful performance management system. Leaders follow up any areas for improvement with suitable coaching and professional learning opportunities for staff. In general, leaders are supportive of their staff but they also challenge underperformance robustly when necessary.

Governors are well informed about the school. They are supportive and offer leaders an appropriate level of challenge.

As a result of stronger leadership, there have been notable improvements in the quality of teaching and learning, pastoral care, and pupils' behaviour since the time of the core inspection.

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