



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

**A report on**

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

**Date of inspection: November 2018**

**by**

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

## About Ysgol Harri Tudur/Henry Tudor School

Ysgol Harri Tudur / Henry Tudor School is an English-medium, mixed 11-18 comprehensive school previously known as Pembroke School. The school is situated in the town of Pembroke and pupils from in and around Pembroke, Pembroke Dock and outlying villages attend the school.

The pupil population has fallen slightly since the time of the last inspection in 2012. There are currently 1,167 pupils on roll, including 101 pupils in the sixth form. Around 26% of pupils are eligible for free school meals. This figure is above the Welsh average of 16.4% for secondary schools. Around 25% of pupils live in the 20% most deprived areas of Wales.

Around 44% of pupils have additional learning needs, and just over 3% have a statement of special educational needs. Both of these figures are above the Welsh averages of 22.9% and 2.2% respectively. The school has a learning resource centre for pupils with autism.

Nearly all pupils are from a white, British background. Very few speak English as an additional language. Very few pupils speak Welsh as a first language. The headteacher took up her post in 2017. The leadership team also includes eight assistant headteachers and the school's business manager.

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

Ysgol Harri Tudur / Henry Tudor School provides a caring and supportive environment that has a positive impact on the majority of its pupils. The school has recently undergone a period of significant change, with the appointment of a new headteacher in 2017 and the move to a new building in 2018. The headteacher has managed the transition from the old school premises to the new building successfully and has a clear vision for moving the school forward based on high expectations for both standards and behaviour.

Many teachers foster productive working relationships with pupils and a minority have high expectations of what pupils can achieve. A majority of pupils make at least suitable progress in lessons, although, performance at the end of key stage 4 has been weak and below the average for similar schools in recent years.

The majority of pupils behave well around the school and in lessons. However, poor behaviour has a detrimental impact on the learning experiences of the majority of pupils and, consequently, on the standards that they achieve. Attendance does not compare well with that in similar schools.

Overall, leaders do not monitor standards of achievement and wellbeing closely enough and do not evaluate the quality of provision in these areas effectively enough to bring about improvement.

Inspection area	Judgement
Standards	Unsatisfactory and needs urgent improvement
Wellbeing and attitudes to learning	Unsatisfactory and needs urgent improvement
Teaching and learning experiences	Adequate and needs improvement
Care, support and guidance	Unsatisfactory and needs urgent improvement
Leadership and management	Adequate and needs improvement

## **Recommendations**

- R1 Raise standards, particularly at key stage 4 and in the sixth form
- R2 Improve pupils' behaviour and attendance
- R3 Improve the quality of teaching and assessment
- R4 Improve monitoring and provision of support for standards of achievement and wellbeing
- R5 Strengthen the effectiveness and accountability of leaders at all levels

## **What happens next**

In accordance with the Education Act 2005, HMCI is of the opinion that this school is in need of significant improvement. The school will draw up an action plan to show how it is going to address the recommendations. Estyn will monitor the school's progress about 12 months after the publication of this report.

## Main findings

### **Standards: Unsatisfactory and needs urgent improvement**

Although performance at the end of key stage 4 has been weak and below that of similar schools in recent years in most indicators, the majority of pupils make at least suitable progress in lessons. A minority of these pupils recall prior learning well and make suitable progress in developing their knowledge and understanding. A few more able pupils make strong progress and apply their learning effectively to new and challenging contexts.

The majority of pupils listen well to their teachers and to the views and opinions of others. A minority offer extended responses when prompted by teachers' questioning. They make thoughtful and clear contributions to class discussions and use subject specific vocabulary confidently. In religious studies, for example, pupils speak with conviction about the importance of defending human rights in modern society. However, overall, the majority of pupils offer brief, underdeveloped responses and do not develop their speaking skills well enough.

When reading, the majority of pupils use a range of helpful strategies well to locate and extract information from texts. A minority of pupils discuss texts and identify features of a range of genres confidently. A few pupils make suitable progress in developing their higher order reading skills. These pupils infer meaning in a text and draw conclusions effectively, for example when considering the ways in which the writer creates mood and atmosphere in 'The Hunger Games.'

Around half of pupils write appropriately in a range of genres. They organise their ideas well and express their ideas clearly. A few more able pupils write with a suitable sense of purpose and audience. For example, they use appropriate language and techniques to write persuasively about the arguments for and against capital punishment in the United States. Around half of pupils, however, do not make enough progress in their writing skills across the curriculum. The majority of pupils make frequent spelling, punctuation and grammar errors.

Around half of pupils apply their numeracy skills well in a few relevant subjects and they carry out basic calculations successfully. The majority of pupils use graphs suitably to draw conclusions, for example when interpreting global population data in geography. A few pupils apply their skills effectively to solve a range of numerical problems.

Overall, pupils use basic information and communication (ICT) skills competently in many subjects. However, pupils do not develop these skills well enough across the curriculum.

Where there are opportunities, pupils develop their creative skills well. For example, pupils express their creative design ideas effectively when working with textiles.

The number of pupils entered for a qualification in Welsh has varied considerably over recent years and only a minority have gained a good qualification in the subject during this time.

There has been a sharp downward trend in the school's performance at key stage 4 over the past four years. Overall, it has been well below the average for similar schools in most key performance indicators, in particular the level 2 indicators including English and mathematics and the capped points score.

The proportion of pupils gaining five or more GCSEs or equivalent at grades A\*-A has been broadly in line with levels in similar schools over the past four years.

The performance of boys, and girls in particular, has declined in recent years and is significantly below the averages for boys and girls in similar schools.

Outcomes for pupils who are eligible for free school meals have fallen over the last four years and are well below the averages for the equivalent group of pupils in similar schools.

Overall, pupils with additional learning needs make suitable progress over time.

At the end of Year 11, most pupils remain in education, employment or training.

In 2018 the proportion of pupils achieving the level 3 threshold is below the average for similar schools. The average wider points score and the percentage of pupils gaining three A\*-C grades have also fallen sharply but remain above those in similar schools. The proportion of sixth form pupils gaining three A\*-A grades has improved over the last two years but remains below the average for similar schools.

### **Wellbeing and attitudes to learning: Unsatisfactory and needs urgent improvement**

The majority of pupils behave well around the school, enjoy their lessons and are positive about their learning. They work independently and show suitable resilience. These pupils engage well in activities and make useful contributions in class, for example, when discussing the injustice of The Jim Crow Laws in religious studies. However, a minority of pupils rely heavily on teachers and support staff to progress in their learning.

A minority of pupils do not concentrate well in lessons and do not contribute to class discussions. The behaviour of a few pupils causes significant disruption in lessons and impacts negatively on other pupils' progress. A very few pupils are disrespectful and defiant towards staff and do not show appropriate respect and care for others. A minority of pupils do not feel safe in school and a very few pupils reported that aggressive behaviour by a few pupils is common during break times. A few pupils say that they experience bullying and a minority feel that the school does not deal effectively with this.

The rates of both fixed term and permanent exclusion are too high. Although attendance has improved marginally over the last three years, it remains significantly below that in similar schools. However, rates of persistent absence have declined during the last two years.

A majority of pupils have an appropriate understanding of how to make positive choices in relation to diet and exercise and are aware how to access the wide range of opportunities to support a healthy lifestyle provided by the school. However, only a minority of pupils choose to take advantage of these.

Pupil subject leaders and house council members carry out their leadership roles maturely. These pupils are beginning to influence the quality of provision, for example by discussing aspects of the curriculum with subject leaders. Sixth form pupils are positive role models for younger pupils, particularly through their work as prefects and peer mentors. Many pupils feel that the school listens to their views and makes changes as a result, for example by increasing the range of extra-curricular activities on offer. As part of the work of the school council, pupils have recently made a useful contribution to the revised behaviour policy.

### **Teaching and learning experiences: Adequate and needs improvement**

Most teachers have secure subject knowledge and many foster productive working relationships with their pupils. Many teachers provide good language models. They communicate clearly and give clear instructions to pupils. These teachers establish effective routines to ensure that pupils settle quickly and are ready to learn.

A significant minority of teachers have high expectations of their pupils. They challenge pupils to think deeply and develop their independent learning skills appropriately. In these lessons, teachers provide pupils with a series of well-constructed activities that build successfully on each other and are linked well to pupils' prior learning. As a result, a minority of pupils, in particular the more able, make worthwhile progress in lessons.

However, in the majority of cases, teachers do not plan lessons sufficiently well to enable pupils to make strong progress. In these lessons, activities are not linked well enough to pupils' prior learning or do not challenge pupils sufficiently. In a few instances teachers' instructions are not clear enough. In these lessons, pupils spend too much time on undemanding tasks or are unclear how to improve their work. This results in a slow pace of learning.

In a minority of lessons, teachers do not manage pupil behaviour well enough. In these lessons, a minority of pupils become disengaged in their work and distract others from being able to focus well enough on their work.

The majority of teachers monitor pupils' progress suitably and offer appropriate verbal feedback. They use basic questioning techniques well to gauge pupils' recall of prior learning. A few teachers question pupils skilfully and prompt pupils to extend their verbal answers. However, overall, too many teachers do not probe pupils' understanding well enough to challenge and deepen their learning.

In general, the quality of teachers' written feedback to pupils is too variable, both within and across departments. In the best examples, teachers provide pupils with valuable comments and follow-up tasks that indicate clearly how they can improve their work. However, overall, written feedback does not have sufficient impact on pupils' learning because the majority of teachers' comments are not precise enough or do not require pupils to respond purposefully.

The school's curriculum builds appropriately on pupils' previous learning experiences. At key stage 4, school leaders plan the curriculum effectively to meet pupils' educational needs and aspirations. The school provides a wide range of beneficial vocational courses, including engineering, welding, hair and beauty, dog grooming and agriculture that meet pupils' needs and interests well. The school's valuable partnership work with the local college and other schools means that there is an extensive range of academic and vocational qualifications in the sixth form.

The school provides a wide range of valuable opportunities to enhance the curriculum such as the popular drama club, the Duke of Edinburgh Award and a range of sporting clubs. In addition, local and overseas educational visits contribute effectively to pupils' learning experiences. For example, pupils visited London to see the Lord of the Flies exhibit they had created as part of the Lead Creative schools' project exhibited at the Tate Gallery. The school provides beneficial activities for more able pupils, through activities such as visits to universities, the 'Seren' and 'Seren Fach' networks and the 'Brilliant Scholars' programme.

The school makes suitable provision for developing pupils' literacy skills. Many subject areas provide pupils with an appropriate range of opportunities to improve their literacy skills and the school library provides valuable support to pupils and staff in promoting independent reading and literacy throughout the school.

Although activities to develop pupils' numeracy skills in lessons other than mathematics are appropriate in a few relevant subject areas, in many instances these are not sufficiently challenging.

The school identifies those pupils with weaker literacy and numeracy skills and provides appropriate intervention strategies to support their learning. These provide beneficial support for developing pupils' skills. However, planning for the progressive development of pupils' literacy and numeracy skills across the curriculum is underdeveloped.

Pupils benefit from suitable opportunities to enhance their understanding of Welsh heritage and culture, for example through participation in the Urdd, the Menter Iaith initiative and visits to Glanllyn. The school provides teachers with suitable support to improve the range of opportunities to use Welsh language skills outside Welsh lessons. However, the impact on pupils' achievements in Welsh over time is limited.

The school has identified a suitable range of opportunities for pupils to develop their ICT skills. However, provision for the development of these skills across the curriculum is at an early stage of development.

### **Care, support and guidance: Unsatisfactory and needs urgent improvement**

The school provides a supportive environment for the majority of its pupils. The school provides pupils with appropriate advice and guidance to help them make informed decisions about their future learning and career choices. It offers valuable information and guidance to pupils about options at key stage 4 and post-16. The school makes productive use of links with universities and local employers. These links provide pupils with worthwhile experiences that help them prepare for further education and adult life.

The school provides an appropriate range of opportunities for pupils to participate in extra-curricular activities, including educational visits. The curriculum develops well pupils' awareness of the importance of making healthy choices regarding eating, drinking and healthy lifestyles. This includes raising awareness about the safe use of social media.

The school has suitable arrangements to develop pupils' moral, social and cultural development. Daily mentor sessions provide beneficial opportunities for pupils to

discuss important aspects such as tolerance and respecting diversity. The school makes beneficial use of strong partnerships with a range of agencies such as the police, health and charitable organisations to enhance the curriculum. The school's arrangements to develop pupils' spiritual awareness are suitable, however, the delivery of this provision is inconsistent.

The school has appropriate systems to record pupils' attainment in individual subjects. Leaders use these suitably to identify pupils who underachieve, especially at key stage 4. However, overall, the school's arrangements to monitor pupil progress are ineffective, as they have not succeeded in ensuring strong enough outcomes at the end of key stage 4 in most indicators over time.

The school has suitable systems to record positive attitudes to learning and incidents of poor behaviour in lessons. The school makes beneficial use of these reports to reward and praise pupils who display positive behaviour. However, leaders have not monitored or responded robustly enough to poor pupil behaviour to reduce the negative and disruptive behaviour of a minority of pupils over time.

The school's processes to monitor and strategies to improve attendance have had limited impact over time.

Provision for pupils who have additional learning needs is comprehensive and well organised. Pupils' individual development plans (IDPs) are appropriate and, in the majority of cases, have relevant targets. Overall, these plans include sensible strategies to promote pupils' learning and are shared well with staff, for example through the 'Pen Picture' profiles. However, only a minority of teachers use this information appropriately in their teaching and planning.

Staff offer valuable support for vulnerable pupils at the Broadhaven provision and for those pupils with weak skills in the Special Learning Centre. They provide a wide range of helpful intervention programmes that assist pupils in developing their basic literacy and numeracy skills, emotional health and social skills. However, procedures to evaluate the impact of these programmes and the progress pupils make are insufficient.

The school has a learning resource centre for pupils who are on the autistic spectrum. Staff support them well in the centre and in mainstream classes. This means that nearly all these pupils can access the full range of learning experiences.

Written reports to parents are informative and helpful. They contain clear commentary about individual progress and subject specific targets for improvement.

The policies and procedures for safeguarding pupils are generally sound although arrangements for dealing with incidents of bullying and poor behaviour are not robust enough.

### **Leadership and management: Adequate and needs improvement**

The appointment of the new headteacher in September 2017 was a catalyst for change at the school. During the last 18 months, the headteacher has provided clear direction to the school and managed the transition from the old school premises to the new building successfully. She has also restructured the senior leadership team

to provide greater capacity to drive improvement. The headteacher is working well with the school community and the new leadership team to develop the school's culture positively. This vision of high expectations for both standards and behaviour has been shared suitably with staff, pupils, and parents.

Over the last 12 months, the headteacher has reviewed the whole-school's staffing structure thoroughly. She has revised the support staff structure appropriately and has expanded the senior leadership team suitably for an initial period of two years. The roles and responsibilities of senior leaders are clear. All members of the team share a common responsibility to focus on raising pupils' standards. However, over time, leaders at the school have not secured sufficient or sustained improvements in important areas of the school's work, such as pupil outcomes at key stage 4, the quality of teaching, behaviour and attendance.

Overall, there is too much variation in the quality and effectiveness of curriculum leaders. A minority of these leaders have competent leadership skills while the others are less clear about a few important aspects of their role.

The school has a clear line-management structure with regular, timetabled meetings. In a minority of instances, meetings do not focus well enough on strategic issues such as improving the quality of teaching, meeting national priorities and reducing the impact of poverty on attainment. Senior leaders, supported effectively by the headteacher are beginning to hold middle leaders to account appropriately.

Performance management structures are appropriate and targets align suitably with whole-school objectives. In a few instances, targets for improving teaching and learning are not specific enough. Senior leaders are beginning to deal with underperformance suitably.

Over time, the governing body has not provided enough challenge to the school over time. However, the headteacher now informs the governing body well and it now has a sound understanding of the school's context. Governors understand the school's strengths and areas for improvement, and they are rapidly developing a culture of support and rigorous challenge. They are beginning to challenge curriculum leaders effectively, particularly in relation to pupil outcomes and the quality of teaching.

The self-evaluation and improvement planning work of the school has not had sufficient impact on learners' wellbeing or the standard of their work over time. The headteacher has a thorough understanding of the school's strengths and areas for development. Senior leaders' whole-school self-evaluation provides a comprehensive and valuable analysis of the work of the school. The school's recently improved arrangements for self-evaluation draw on an appropriate range of evidence. Around half of curriculum leaders assess the performance in their areas well. However, overall, the school's evaluations of pupils' standards, teaching and assessment are insufficiently evaluative and overly generous. Pastoral leaders' evaluation of the effectiveness of their work is more limited and, as a result, important areas for development, such as behaviour and attendance are not being addressed quickly enough. The school's development plan is suitably ambitious. It identifies the correct priorities, assigns responsibilities clearly and sets appropriate timescales for targets to be met.

Many teachers and support staff engage purposefully with professional learning opportunities. Whole-school professional development activities address school

priorities suitably. Many teachers have participated in worthwhile school-based projects to improve pupil experiences. For example, English teachers have developed successful strategies to improve Year 10 boys' engagement with literature. Senior leaders work effectively with external organisations to develop professional practice across the school. Professional learning to support middle leaders is not comprehensive enough and a few teachers do not engage well enough with quality improvement and professional learning opportunities. Overall, professional learning opportunities have not had sufficient impact on outcomes for learners over time.

The business manager, together with the headteacher and governing body, manages the school's budget carefully and has ensured that the school has a surplus budget. Spending decisions relate soundly to agreed school priorities. The school is staffed suitably to deliver the curriculum. The school has not used its Pupil Development Grant effectively to tackle the impact of poverty on pupils' standards. Outcomes for pupils who are eligible for free school meals in key stage 4 have fallen over the last four years and are well below outcomes for these pupils in similar schools.

## Copies of the report

Copies of this report are available from the school and from the Estyn website ([www.estyn.gov.wales](http://www.estyn.gov.wales))

Estyn evaluates a provider's effectiveness using a four-point judgement scale:

<b>Excellent</b>	Very strong, sustained performance and practice
<b>Good</b>	Strong features, although minor aspects may require improvement
<b>Adequate and needs improvement</b>	Strengths outweigh weaknesses, but important aspects require improvement
<b>Unsatisfactory and needs urgent improvement</b>	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:

Publication Section

Estyn

Anchor Court, Keen Road

Cardiff

CF24 5JW or by email to [publications@estyn.gov.wales](mailto:publications@estyn.gov.wales)

This and other Estyn publications are available on our website: [www.estyn.gov.wales](http://www.estyn.gov.wales)

© Crown Copyright 2019: This report may be re used free of charge in any format or medium provided that it is re used accurately and not used in a misleading context. The material must be acknowledged as Crown copyright and the title of the report specified.

Publication date: 24/01/2019