



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

**A report on**

**The Greenhill School**

**Heywood Lane  
Tenby  
Pembrokeshire  
SA70 8BN**

**Date of inspection: January 2024**

**by**

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

## About The Greenhill School

Name of provider	The Greenhill School
Local authority	Pembrokeshire County Council
Language of the provider	English
Type of school	Secondary
Religious character	
Number of pupils on roll	876
Pupils of statutory school age	757
Number in sixth form	119
Percentage of pupils eligible for free school meals over a three-year average (The national percentage of pupils eligible for free school meals over a three-year average in Secondary is 21.2%)	11.4%
Percentage of pupils identified as having additional learning needs (a) (The national percentage of pupils identified as having an additional learning need in Secondary is 14.8%)	27.9%
Percentage of pupils who speak Welsh at home	
Percentage of pupils with English as an additional language	2.8%
Date of headteacher appointment	06/09/2021
Date of previous Estyn inspection (if applicable)	01/05/2014
Start date of inspection	29/01/2024

Data reported is sourced from the latest available Pupil Level Annual School Census. These figures may be slightly different to those observed during the inspection.

Further information is available from the Welsh Government My Local School website: [mylocalschool.gov.wales](https://mylocalschool.gov.wales)

a. The term 'additional learning needs' is being used to describe those pupils on the SEN/ALN register of the school.

## Overview

Under the supportive leadership of the headteacher, staff at Ysgol Greenhill work together effectively to secure a happy and respectful learning community. Together they have developed a culture of openness and collaboration and share an ambitious goal to become a self-improving school. As a result, leaders have secured improvements in many important areas of the school's work, such as pupils' learning and attitudes and the provision of care and support for pupils' wellbeing.

Leaders seek pupils' views regularly on the quality and suitability of its provision and make changes accordingly. This includes amendments to pupils' learning experiences and to the provision for developing pupils' personal and social education. Overall, there is a suitably coordinated approach to improving pupils' literacy, numeracy and digital skills, including support for pupils who have weak basic skills. However, the provision for developing pupils' Welsh language skills and their understanding of the culture and heritage of Wales is limited.

Many teachers plan their lessons well to ensure that pupils make good progress in their learning, subject knowledge and in developing relevant literacy and numeracy skills. Teaching assistants collaborate well with teachers to ensure that pupils who require support receive beneficial assistance as they work. In a few cases, there are shortcomings in teachers' expectations of pupil achievement which means that they either over-manage tasks, give too much support or they do not plan activities that are challenging enough. This means that pupils, especially the more able, do not make as much progress as they could in lessons and over time.

The school has a broad and valuable range of provisions to support pupils' wellbeing. These include individual, tailored resource centres that provide learning, behavioural and emotional support as well as a nurture centre for pupils with low attendance. The school also hosts a local authority learning centre for pupils with autistic spectrum conditions. The additional learning needs team work relentlessly to ensure that pupils who access these provisions are supported purposefully to enable them to make progress in their learning and social skills.

Many pupils have positive attitudes towards school and their learning. They feel safe and value the friendly and supportive nature of staff. They settle swiftly in lessons and engage well in activities. Pupils value the 'Ready to Learn' system which rewards positive behaviour and provides relevant support for any pupil who displays negative behaviour. Despite the school's persistence in promoting good attendance and the interventions it offers to pupils who continue to miss school, attendance rates have not improved well enough since the time of the pandemic.

Sixth form pupils are strong ambassadors of the school. They are friendly and polite towards visitors, conduct themselves well and are good role models for the younger pupils. Nearly all sixth form pupils say they are well supported to make progress in their academic, personal and social development. Many benefit well from valuable opportunities to lead and influence aspects of the school's work. For example, senior prefects run the school's numerous pupil groups, house captains and deputy captains organise and manage house activities and trained peer mentors support younger pupils with their learning and social skills. Overall, sixth form pupils develop

into mature, knowledgeable young people who speak highly of the valuable experiences they have had during their time at school.

## Recommendations

- R1 Improve attendance
- R2 Strengthen the provision for developing pupils' Welsh language skills and their understanding of the culture and heritage of Wales
- R3 Ensure that teaching provides sufficient challenge to ensure that all pupils make strong progress

## What happens next

The school will draw up an action plan to address the recommendations from the inspection.

## Main evaluation

### Learning

Many pupils make secure progress in their learning and subject knowledge and understanding. They recall prior learning well and apply their knowledge proficiently in new contexts. In a very few cases, where teaching is particularly effective, a few pupils make substantial progress in learning and skills. In a few cases, pupils do not make enough progress due to poor attitudes or shortcomings in provision and teaching. More able and talented pupils do not always make as much progress as they could because they are not given suitably challenging work.

Overall, many pupils develop strong oracy skills. They listen well to teachers' instructions and to the contributions of their peers. They participate willingly in class discussions, expressing themselves clearly, often using subject terminology competently to explain their ideas. For example, Year 7 pupils use correct mathematical language naturally to explain how they would simplify algebraic expressions. Moreover, where teacher questioning is effective the majority of pupils respond thoughtfully to probing questions, with a few providing extended and informative answers. However, a few pupils do not develop their answers fully.

Many pupils have proficient reading skills. They annotate, gather information accurately and identify key features from a suitable range of texts. When given the opportunity to do so, many read aloud with clarity and expression and use helpful strategies to read complex terminology. Overall, many pupils evaluate successfully the reliability of sources and show a sound understanding of bias, such as when they consider in humanities different interpretations of events on the slave ship Zong. In

English lessons, the majority of pupils synthesise information from texts effectively, including more complex articles. Furthermore, a minority of pupils give due consideration to the reasons for and the effects of a writer's language and writing style. They analyse poetry perceptively, exploring the nuances of the language using inference and deduction well. For example, pupils infer the deeper meanings of the poem 'Daylight Robbery', showing maturity and sensitivity when they consider the father's feelings as he realises that his son is growing up. A few pupils display weaker reading skills. They offer basic or simplistic responses and have difficulty linking their answers to the information in the text.

Overall, many pupils develop secure writing skills. They structure their writing suitably in paragraphs and sub-headings as appropriate and write with reasonable technical accuracy. A minority of pupils write at length fluently, and integrate relevant quotations into their answers well. A few present thoughtful and mature evaluations with good expression and using sophisticated language. For example, they prepare balanced evaluations of the different reasons why slavery was abolished or present a thorough consideration of how views on beauty and make up have changed in society over time. A few pupils do not structure their writing coherently enough and are over-reliant on structure patterns given to them by their teachers. They rely heavily on vocabulary lists and sentence builders. They produce basic and brief written work, make regular and careless spelling and grammar errors and do not use capital letters.

The majority of pupils are fluent with number. They calculate using the four rules and have a good understanding of place value, indices and the relationships between fractions, percentages, and decimals. For example, in science, pupils calculate the magnification of microscope images, and in mathematics, they write numbers in standard form and calculate confidently using numbers expressed in this format. The majority of pupils have a secure grasp of shapes and measures. They calculate compound measures such as speed, density and measure accurately. They show a good understanding of the accuracy of measurements in their mathematics lessons when finding the upper and lower bounds of measures that have been given to a certain degree of accuracy. Many pupils have suitable data handling skills. They make good use of the helpful 'SALTIE' checklist provided by their teachers to plot graphs accurately and interpret their findings. For example, in science they analyse graphs to describe the relationship between the temperature and the rate of enzyme reactions. A few pupils have weak numeracy skills. They struggle with fluency in the use of the four rules of number and have only a very basic understanding of place value. This hinders their ability to grasp new numerical learning quickly and to solve problems set in every-day contexts.

Overall, the majority of pupils make suitable progress in developing their digital skills in an appropriate range of subjects, for example by creating simple games in science. Older pupils use more complex software competently to construct graphs to demonstrate their research findings as part of their skills challenge work.

Pupils do not make enough progress in their Welsh language skills over time and only a very few communicate confidently in the Welsh language. This is because pupils have very few opportunities to speak Welsh in lessons and around the school and, due to this, most lack confidence to communicate in the language. In speaking and writing tasks, pupils are generally over-reliant on structure patterns given to them

by their teachers. They rely too heavily on vocabulary lists and sentence builders. Around a half of pupils make basic errors in pronunciation. Pupils over prepare written answers to read out in speaking tasks rather than focusing on communicating spontaneously. In reading activities, the majority of pupils demonstrate a suitable recall of basic vocabulary, which enables them to identify key details in short passages. With support, the majority produce short pieces of basic writing in Welsh using a suitable range of vocabulary.

Where there are well-planned opportunities to do so, the majority of pupils develop beneficial thinking and problem-solving skills. For example, in geography, younger pupils ponder over how they would spend aid money to relieve problems created by a natural disaster. Pupils in science use their thinking skills capably to predict how different parts of the body defend against pathogens, and when using Punnett squares to predict the chance that offspring will suffer from inherited diseases. In relevant subjects, pupils also develop valuable creative skills. For example, they create high quality compositions for a range of instruments and in a broad range of styles in their music lessons, and in art they use watercolours effectively to emulate the style of Umberto Rossini. In applicable subjects, pupils develop beneficial physical skills. In design technology, they develop valuable fine motor skills when using a tri-square and a saw successfully to cut wood to make a keepsake box. In physical education, many pupils develop dexterity when they execute proficient serves, drops, clears and smashes in badminton and demonstrate their ability to outwit their opponent using these learnt techniques.

### **Well-being and attitudes to learning**

Most pupils feel safe in school and know who to go to if they have any concerns. However, a few pupils feel unsafe in busy corridors during the morning break and lunchtime. Many pupils say they are not bullied in school and have a clear understanding of where to seek support if issues arise. Most pupils are polite and are respectful towards adults, visitors and each other. They are friendly, welcoming and willing to engage in conversation with adults and share their views about school and their learning maturely.

In lessons, most pupils arrive on time, settle quickly and engage swiftly in tasks. Many pupils show good interest and enjoyment in their learning and are able to persevere when faced with demanding work. They sustain concentration well, have a positive attitude to learning and show pride in their work. They understand the school's behaviour and rewards policy and how it helps them to feel safe and be treated fairly.

Pupils play an active role in improving the school. For example, they played an important part in the planning for and introduction of the revised behaviour policy as well as influencing healthy food choices such as the salad bar in the school canteen. Most pupils have a clear understanding of how to maintain their health and well-being through diet and exercise. Many have positive attitudes to physical activity and benefit from their involvement in the extensive extra-curricular offer including sports clubs.

Pupils, including those eligible for free school meals, benefit from a range of leadership opportunities such as the Criw Cymraeg, the Pupil Poverty group and the

digital council. Representatives from these groups form the school Senedd, which has a strong influence on the quality of experiences for pupils. Through the work of these groups, pupils have participated in beneficial activities, such as sponsored walks, to support the local and wider community. As a result, pupils have raised substantial amounts of money for cancer research and mental health charities.

Between the academic years 2018-2019 and 2022-2023, the school's rate of attendance fell by a smaller amount than seen nationally. Last year it was below that of similar schools. The attendance of pupils eligible for free school meals is slightly above the national average. The rate of persistent absence is similar to the national average. Pupils' attendance has not improved compared to last year and pupils eligible for free school meals do not attend as well as other pupils. This remains a cause for concern.

### **Teaching and learning experiences**

Building a supportive and positive working relationship with their pupils is a strong feature of teaching at Ysgol Greenhill. Most teachers make effective use of various classroom management strategies and established, consistent routines to ensure that pupils engage positively with their work. These teachers have secure subject knowledge and reinforce subject-specific vocabulary regularly. They collaborate well with teaching assistants to support pupils with additional learning needs and those with weaker skills.

Many teachers support pupils' progress by planning appropriate learning activities which pupils find interesting and engaging. Often, these teachers also create useful resources that support pupils' learning. They provide clear explanations and model responses effectively to demonstrate the standard expected. They question pupils regularly to check their understanding and a very few use questioning effectively to further probe and deepen pupils' understanding.

Many teachers, in different subjects, plan to develop pupils' skills. For example, they plan well to develop pupils' oracy and reading skills by providing beneficial opportunities for them to improve the quality and length of their verbal answers. Overall, teachers do not focus well enough on developing pupils' Welsh skills. As a result, there is insufficient use of the Welsh language in lessons across the curriculum and around the school.

A few teachers do not have high enough expectations of what pupils can and should achieve. As a result, they do not structure their lessons carefully or plan tasks that are challenging enough. Their questioning does not challenge pupils to extend their responses or probe their thinking and reasoning. In a minority of instances, teachers provide lengthy explanations and too much support. This limits the development of pupils' independence, opportunities to lead in classroom activities and stretch the more able pupils.

In many lessons, teachers provide timely and helpful verbal guidance to individual pupils, as well as appropriate whole-class feedback to address misconceptions and errors. However, the quality and usefulness of written feedback vary too much across subjects. Purposeful and effective feedback, which helps pupils improve their work, is seen in only a minority of cases. However, written feedback does not always support

pupils to improve their learning or develop their skills well enough. Where expectations are low or unclear, responses are superficial, and improvements are limited.

The school provides a broad and inclusive curriculum which meets the needs and interest of nearly all of its pupils. There is a valuable range of options at Key Stage 4, including triple science and vocational courses such as agriculture and sport and coaching principles. In the sixth form, through the 'e-sgol' provision, the school works in collaboration with partner schools to provide an array of subjects including sociology and criminology. Leaders provide pupils with helpful support and guidance when making option choices. They consider pupils' views carefully to ensure that pupils can study their chosen subjects.

Leaders have a clear vision for their Curriculum for Wales. This is based firmly on promoting enriching experiences for all pupils at the same time as developing their skills. Staff have introduced interesting units of work that have links to local heritage and are relevant to the pupils. For example, in expressive arts, Year 7 pupils visit Ynys Bur as part of their work on the 'Who's island is it anyway?' project. They learn about the tradition of sea shanties which leads them to sing on their boat journey to the island where they draw sketches of bugs to replicate those drawn by Darwin in his journal. The school is working productively with the primary schools to ensure that their curriculum builds beneficially on pupils' previous learning.

The personal social education (PSE) programme for pupils in Years 7 and 8 is comprehensive and responds well to important and contemporary issues identified including through pupil well-being surveys. This programme is enhanced through the 'Well-being Wednesday' discussions during tutor time and presentations or workshops by external partners. Although pupils in Years 9 -11 receive sessions on important matters such as toxic masculinity, they do not benefit from regular and timetabled PSE sessions.

Skills co-ordinators provide beneficial support for staff to develop pupils' skills across the curriculum. Leaders use a range of information to identify those pupils who require support with basic literacy and numeracy skills. There are well-planned interventions for these pupils which lead them to make progress. Skills co-ordinators monitor this progress suitably. The literacy co-ordinator has provided beneficial training for all staff in order to help them plan activities to improve and strengthen the oracy skills of pupils in lessons. The co-ordinator has also introduced the popular 'Bookopoly' programme in order to promote reading for pleasure amongst younger pupils. Planning for the progression of pupils' numeracy skills across relevant subjects is appropriate. Leaders have carried out a digital skills audit and have started to plan accordingly for the development of pupils' digital skills across the curriculum. Currently, opportunities for pupils to develop their digital skills are variable.

Although the school has taken a few initial steps to promote the Welsh language and to develop pupils' understanding of the culture and heritage of Wales, for example through the 'Cryw Cymraeg' pupil group, this aspect of the school's work is underdeveloped.



There are valuable opportunities for pupils to develop their understanding of the history and experiences of Black, Asian and Minority Ethnic communities and LGBTQ+ people within the formal curriculum, during assemblies, 'Well-being Wednesday' sessions and through extra-curricular activities. Beneficial educational visits such as those to a history museum in London and a street art tour to Bristol help enrich pupils' learning experiences in these areas.

### **Care, support and guidance**

Ysgol Greenhill's values of kindness, respect, empathy and the celebration of diversity are reflected well in its strong commitment to pupils' personal and social development. Staff care deeply about the well-being of their pupils and are sensitive to their individual circumstances. The school has an extensive range of tailored provision that supports pupils to improve their well-being within an inclusive community. Staff work effectively with a broad range of external agencies, such as counselling services, to provide beneficial additional support for those pupils who need it. There is also valuable help for parents through useful advisory sessions run by school staff and external services who provide guidance about how they can best support their child.

The school has a comprehensive range of provisions to support pupils' social and emotional needs. Yr Hafan, TAMARR and TAMARR+ learning centres offer nurturing environments with tailored support to help pupils to develop their confidence, access the curriculum and improve attendance. Although the school promotes the importance of good attendance well and provides helpful interventions to support pupils who miss school regularly, attendance rates have not improved sufficiently.

The school's provision for pupils' spiritual, moral, social and cultural development is planned carefully by both leaders and pupils. Themes are adapted swiftly in response to information gathered from pupil feedback and current issues arising. Topics covered in assemblies and during Wellbeing Wednesday sessions include raising awareness of the dangers of vaping and the importance of getting enough sleep. Younger pupils benefit from a well-considered PSE programme and there is a wide range of opportunities to explore topics such as mental and emotional health and discuss important issues such as equality and diversity.

The school values its pupils' opinions, provides ample opportunities for them to develop their leadership skills and encourages their participation in all aspects of school life. In addition to the school Senedd, there is a Social Action Team, Sports' Ambassadors' Group and a Senior Prefects' Group. Pupils in these groups simultaneously develop their leadership skills and influence the direction of the school. For example, members of the Social Action Team provide training to staff on the importance of sensitive use of language to promote diversity and inclusion. The team has produced workbooks for their peers to educate them about the Equality Act and helped the school's leadership team write the School Inclusion Plan. The school Senedd also works with Tenby Town Council in order to ensure that the views of young people are considered when councillors make important decisions concerning the town's amenities. There are valuable opportunities for pupils across the age range to mentor others. During tutorial time, Year 9 pupils benefit from helpful sessions run by Year 11 pupils to offer them advice on option choices. Year 8 pupils also mentor Year 5 pupils in cluster primary schools to help prepare them for

transition to secondary education. There are extensive opportunities for pupils to engage in extra-curricular activities and to develop their social and physical skills outside of the school day. There are many sports on offer, including paddleboarding, surfing and boccia. There are also opportunities for pupils to join the school orchestra, choir, environment club and coding club.

The additional learning needs (ALN) team works effectively with staff and parents to support pupils with a range of needs. The team is committed to supporting pupils to make progress and prepare them suitably for the next stage in their life. It provides beneficial interventions to support pupils with a range of needs. This includes a substantial range of internal learning support provisions such as Yr Hafan and the Ready to Learn Centre. The progress of pupils is monitored and tracked closely by the additional learning needs co-ordinator (ALNCo) and her team. The ALNCo provides valuable training for teachers and learning support assistants on how to support ALN learners in the classroom. Relevant staff monitor and review the progress of ALN pupils regularly and amend the provision and support where necessary. Helpful one-page profiles provide useful information for teachers to inform their planning. However, evaluation of the impact of this comprehensive provision for pupils with ALN is at an early stage.

The school hosts a local authority resource base centre for pupils with autistic spectrum conditions. The Tonnau centre provides a warm and positive environment for the pupils with significant social and communication needs. Staff at the centre work sensitively and productively with pupils and their parents. Learning focuses appropriately on developing pupils' functional skills in core subjects, as well as their creative skills and understanding of the world around them. There are established and appropriate daily routines and areas of learning are planned carefully. The curriculum includes beneficial use of real and authentic experiences to enhance pupils' understanding of and engagement with their local area such as visiting a local community food bank.

All staff contribute to a positive safeguarding culture and a whole-school approach to supporting the welfare of pupils. Leaders seek pupils' views on well-being matters regularly and use this to improve their practice. There are strong arrangements for safeguarding and protecting children. There are transparent and secure processes for reporting and responding to concerns, including the very few incidences of bullying and harassment. The designated safeguarding lead has a clear understanding of the role and, together with relevant staff, works effectively with statutory external agencies.

### **Leadership and management**

The headteacher has a clear and well-understood vision for the school based on openness, collaboration and high aspirations. He has high expectations of himself and his staff and provides passionate and caring leadership. He is supported effectively by the senior leadership team who carry out their roles diligently. Their roles are defined clearly and balanced suitably. Middle leaders are enthusiastic and have a sound understanding of their role. A minority are particularly effective in securing good quality teaching and standards.

Senior leaders have identified whole-school improvement priorities clearly. These are understood well by staff. The work of leaders at all levels is consistently focused closely on addressing these priorities. Line management and performance management arrangements provide all staff with a helpful balance of challenge and support which helps them achieve improvement priorities.

There is a range of helpful self-evaluation processes that enables leaders to collect useful first-hand evidence. Senior leaders have refined their self-evaluation processes suitably to a thematic approach, which enables them to focus on specific areas for development linked to their improvement priorities. All staff are involved appropriately in the self-evaluation processes. In general, middle leaders, both pastoral and curriculum, focus well on the impact provision has on pupils' wellbeing and progress and evaluate their work carefully. Their judgements, on a few occasions, are overgenerous and, in a few cases, they do not always evaluate precisely enough. A minority of middle leaders have a secure, detailed grasp of the strengths and areas for development in provision and standards and use this well to plan for improvement.

Leadership has been largely successful in addressing national priorities, such as the development of Curriculum for Wales and implementation of ALNET (Wales) 2018 Act although it has not had sufficient impact on the development of pupils' Welsh language skills or ensuring that teaching provides sufficient challenge for all abilities. Leaders have developed an extensive range of strategies to reduce the impact of poverty on attainment. For example, an enhanced transition process, which begins in Year 5, provides extra support for pupils eligible for free school meals and their families as they move from primary to secondary school. Pupils are trained as peer mentors so that they can support pupils from low-income households. This includes sixth-formers working with Key Stage 4 pupils and Year 8 pupils supporting Year 5 pupils. In addition, the school provides a range of support for the families of pupils eligible for free school meals and others, such as parenting skills classes. They plan the use of funding carefully, such as the use of the pupil development grant. Leaders have also been successful in creating a strong culture of safeguarding across the school.

Governors are enthusiastic supporters of the school. They have a sound understanding of the school's main strengths and improvement needs and provide senior leaders with suitable challenge. Along with the headteacher and business manager, they monitor the school's spending carefully so that it is focused on addressing whole-school priorities. They ensure that the school promotes healthy eating and drinking appropriately.

The school has developed strong links with its local community. It uses a variety of strategies to engage parents and keep them informed about the work of the school. Recently, the school has taken steps to further strengthen links with partner primary schools. This has had a positive impact on, for example, transition arrangements and planning for Curriculum for Wales.

Staff enjoy a wide range of professional learning activities, including helpful opportunities to share good practice. These activities are matched carefully to their personal development targets. However, leaders do not evaluate the impact of professional learning consistently or thoroughly enough.

Overall, leadership has had a positive impact on many important aspects of the school's work, such as the effectiveness of middle leaders and pupils' attitudes to learning.

## Evidence base of the report

Before an inspection, inspectors:

- analyse the outcomes from the parent and pupil questionnaires and consider the views of teachers and the governing body through their questionnaire responses

During an inspection, inspectors normally:

- hold a meeting with parents to hear their views on the school and its effectiveness
- meet the headteacher, governors, senior and middle leaders (where appropriate) and individual teachers to evaluate the impact of the school's work
- meet pupils to discuss their work and to gain their views about various aspects of their school
- meet groups of pupils in leadership roles, such as representatives from the school council and eco-committee, where appropriate
- visit a broad sample of lessons, including learning support groups and undertake a variety of learning walks to observe pupils learning and to see staff teaching in a range of settings, including classrooms, support groups and in outdoor areas
- where appropriate, visit the specialist resource base within the school to see pupils' learning
- observe and speak to pupils at lunch and break times and at a sample of after-school clubs, where appropriate
- attend assemblies and daily acts of collective worship
- look closely at the school's self-evaluation processes
- consider the school's improvement plan and look at evidence to show how well the school has taken forward planned improvements
- scrutinise a range of school documents, including information on pupil assessment and progress, records of meetings of staff and the governing body, information on pupils' well-being, including the safeguarding of pupils, and records of staff training and professional development

After the on-site inspection and before the publication of the report, Estyn:

- review the findings of the inspection alongside the supporting evidence from the inspection team in order to validate, moderate and ensure the quality of the inspection

## Copies of the report

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

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 publication. Any enquiries or comments regarding this document/publication should be addressed to:

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