



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

Report following monitoring

Level of follow-up: Special Measures

**The Greenhill School
Heywood Lane
Tenby
Pembrokeshire
SA70 8BN**

Date of visit: December 2022

by

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

Outcome of visit

The Greenhill School is judged to have made sufficient progress in relation to the recommendations following the most recent core inspection.

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

Progress since the last inspection

R1. Improve standards of pupils' work in lessons

In the lessons observed during this monitoring visit, many pupils make sound progress in developing their knowledge, understanding and skills. They recall prior learning suitably and apply it appropriately in new contexts. In a few particularly effective lessons, pupils make strong progress, for example when teachers probe pupils understanding in Religious Studies when asking pupils if they agree or disagree with the statement 'Ghosts are real'

In a few instances, pupils' progress is too slow, particularly where they lack concentration or teaching is over-directed.

Most pupils listen with attention to their teachers and act upon their advice and guidance. Many offer clear verbal responses to teachers' questions and generally express themselves confidently. A few use sophisticated language and subject vocabulary well, for example in history, when comparing life in Whitechapel and Merthyr in 1888. A few pupils offer only brief answers and are dependent on the teacher to help them elaborate on their responses.

When reading, many pupils locate information and develop their understanding of subject concepts well. They can infer meaning and draw conclusions from texts. For example, in English pupils discuss confidently the society the characters are living in and how they might feel in the novel 'The Handmaid's Tale'.

Many pupils write clearly to explain, describe or persuade. They structure their writing well and can vary their expression to suit audience and purpose. In geography, for example, they discuss suitably 'how the rainforests of the world are being used in an unsustainable way and are being damaged forever'. However, a minority of pupils continue to make too many basic spelling errors and use a limited vocabulary in their writing. They struggle to structure their writing independently and are over-reliant on scaffolding from their teachers.

Pupils benefit from a range of worthwhile opportunities to develop their numeracy skills in geography, science, and design technology. The majority have secure number skills. They are able to calculate accurately using the four rules and have a sound understanding of fractions, decimals and percentages. In science, pupils apply these skills appropriately to calculate the efficiency of different energy transfers. The majority have a secure understanding of shapes and measures. They can calculate

the magnification of a microscope, rearrange formulae to work out masses, volumes, and densities and use Pythagoras' theorem to calculate missing sides in right-angled triangles. However, a minority of pupils do not have a secure enough grasp of number. For example, they struggle to round numbers, to multiply decimals and to write numbers in standard form. As a result, these pupils struggle to apply their mathematics skills to solve problems in unfamiliar contexts.

Many pupils analyse data appropriately. They plot graphs accurately, such as when they draw climate graphs in geography or a line graph in science to show the percentage change in mass of potatoes in different glucose concentrations. In many instances, pupils interpret their graphs to draw sensible conclusions.

R2. Improve attendance and reduce exclusions

Over the last 18 months, the school's strategies to improve pupils' behaviour and engagement in lessons have had a substantial impact. These strategies include restorative approaches to rebuilding relationships. Throughout the day, senior leaders are visible around the school, which helps to create a calm atmosphere. Staff work well with outside agencies to ensure that vulnerable pupils, including those who have social and emotional difficulties, are well supported through a wide range of bespoke support packages.

The school has enhanced its curriculum beneficially to ensure that there are suitable courses available for pupils of all abilities. Senior leaders have revised pupil grouping arrangements to raise aspirations. As a result of the school's initiatives, staff and pupils are clear about the expectations for pupils' behaviour and attitudes to learning. There is now a positive learning environment in most lessons with pupils engaging well with work. As a result of the improvement in pupils' behaviour, there has been a notable decrease in the number of fixed term exclusions.

The school has suitable processes for promoting good attendance. These include the use of assemblies, reward systems, social media and communications with parents about the importance of good attendance. Leaders regularly analyse data to identify trends in the attendance of individuals and groups of pupils. There is a sensible graduated approach to dealing with instances of poor attendance, including direct contact with families and work with outside agencies.

The rate of attendance this year compares favourably with that of the same period last year. However, the attendance of pupils who are eligible for free school meals remains a concern. Despite the improvement in the overall rate of attendance, leaders understand that there is a need for further improvements in this area and have recently appointed a family liaison officer and an additional progress manager to add capacity to the school's work in this area.

R3. Improve the quality of teaching

Since the appointment of the new headteacher in September 2021, the school has developed an increasingly reflective culture that has contributed well to improvements in the quality of teaching. A carefully planned programme of professional learning activities has carefully targeted the most important

shortcomings. This has led to teachers having a better understanding of the importance of, for example, high expectations and effective questioning.

Most teachers have secure subject knowledge and are good language models. They foster positive working relationships with their pupils and manage classroom behaviour effectively. They have useful routines that ensure that pupils settle quickly at the beginning of lessons and are ready to learn.

In the few lessons where teaching is highly effective, teachers have high expectations of what pupils can do and they plan work that builds on pupils' prior knowledge and understanding skilfully. These teachers frequently ask incisive questions that encourage pupils to think deeply and secure strong progress in learning.

Many teachers provide clear instructions and effective explanations. They monitor pupils' progress by circulating the classroom, or by using a range of questions to check pupils' knowledge and understanding. These teachers ensure that pupils are involved in class discussions and that they provide extended responses to their questions. They provide appropriate opportunities and time for pupils to explore, share and develop their ideas and understanding. They use modelling effectively to ensure that pupils are clear about what is expected of them.

In a few lessons where teaching is less effective, teachers' expectations of what pupils can achieve are too low. They do not plan lessons carefully enough to ensure that pupils make sufficient progress. In these lessons, teachers often talk too much or over-scaffold tasks, which limits pupils' independent learning.

Since the last monitoring visit, the school has further refined its approach to feedback based on identifying what pupils are doing well and providing guidance on what they need to improve. However, there remain inconsistencies in the advice given to support pupils' basic literacy skills and the correction of basic spelling and grammar errors. Variability is also seen in the quality and precision of teachers' comments and in how well they follow up on pupils' responses.

R4. Reduce the inconsistency in middle leadership across the school to ensure that all middle leaders lead their departments effectively

In agreement with the school and local authority, this evaluation considers recommendations 4 to reduce the inconsistency in middle leadership across the school to ensure that all middle leaders lead their departments effectively, 5 to improve processes to strengthen the accountability of senior and middle leaders, and 6 to improve the quality of self-evaluation and improvement planning processes to impact on the standards of pupils' work in class.

Over the last 18 months, the headteacher has been successful in creating a culture of improvement based on openness, honesty, collaboration and reflection. This, combined with a range of helpful refinements to the school's self-evaluation processes, has equipped leaders at all levels with a realistic and secure understanding of the school's main strengths and areas for development. These improvements are helping leaders to make a positive impact on many aspects of the

school's work, for example pupil behaviour, attitudes to learning and the quality of teaching.

When gathering first-hand evidence through activities such as learning walks, work scrutiny and listening to the views of learners, leaders now focus more closely on the impact of provision on pupils' progress. This is helping them to identify specific areas for development and plan for improvements with greater precision. In addition, sensible refinements to senior leadership roles and responsibilities are helping leaders at all levels to triangulate evidence and evaluate it more rigorously. Strengthened line management arrangements have enabled middle leaders to gain a more secure understanding of their role in raising standards and improving teaching. However, there remain some inconsistencies in how rigorously and effectively leaders carry out their roles. In a few instances, their judgements are still overgenerous.

The culture of openness and honesty promoted by the headteacher has had a positive impact on staff morale. The focus on collaboration is helping staff to gain a broader understanding of the school's improvement priorities and is providing them with useful personalised professional learning opportunities. The school collaborates well with partners to support its improvement journey.

Governors continue to be committed and enthusiastic supporters of the school. Leaders provide them with accurate and detailed evidence, which enables them to have a far more secure understanding of the school's performance. They now play an active role in helping to set the school's key improvement priorities and provide senior leaders with helpful challenge.

R5. Improve processes to strengthen the accountability of senior and middle leaders

In agreement with the school and local authority, this recommendation is covered in the evaluation of recommendation 4.

R6. Improve the quality of self-evaluation and improvement planning processes to impact on the standards of pupils' work in class

In agreement with the school and local authority, this recommendation is covered in the evaluation of recommendation 4.

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