



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 Junior Community School
Heywood Lane
Tenby
SA70 8BZ**

Date of inspection: March 2013

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.

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.uk

This and other Estyn publications are available on our website: www.estyn.gov.uk

© Crown Copyright 2013: 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: 24/05/2013

Context

Tenby Junior Community School is a bi-lingual school, situated on the outskirts of the town in Pembrokeshire.

There are 227 pupils on roll between the ages of seven and 11 years. There are currently eight mainstream English medium classes. The school has a Welsh unit that is organised into two full time mixed-age classes for pupils educated through the medium of Welsh. A local authority multiple needs unit, which has 12 pupils, provides learning through English for pupils with severe and complex needs.

The catchment area is neither advantaged nor disadvantaged, with currently 11% of pupils entitled to free school meals. This is considerably lower than local and national averages.

Nearly all of the pupils come from homes in which the predominant language is English. Approximately 27% of children are on the school's additional learning needs register, with a very few pupils having a statement of educational needs.

The present headteacher was appointed in 2001 and was in post when the school was last inspected in March 2007.

The individual school budget per pupil for Tenby Junior Community School in 2012-2013 means that the budget is £3,839 per pupil. The maximum per pupil in the primary schools in Pembrokeshire is £5,870 and the minimum is £3,138. Tenby Junior Community School is 21st out of the 61 primary schools in Pembrokeshire in terms of its school budget per pupil.

Summary

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

Current performance

Elements of the school's current performance are good because:

- the majority of pupils make steady progress in their learning;
- nearly all pupils are friendly and polite, display good social skills and collaborate well with others; and
- the school provides an appropriate range of experiences that engage most pupils in their learning.

However, the current performance of the school is judged as adequate because:

- trends in pupils' performance over time are lower than the results of similar schools;
- attendance has declined from the level achieved five years ago;
- marking does not always show clearly enough how pupils can improve the quality and content of their work;
- few pupils use their writing skills well enough in other areas of the curriculum; and
- the school does not systematically plan to develop pupils' key skills in writing and numeracy across the curriculum.

Prospects for improvement

The school's prospects for improvements are judged as adequate because:

- self-evaluation processes, strategic planning, and teacher expectations across the school are inconsistent;
- the governing body is not involved directly enough in the school's self-evaluation processes and planning procedures;
- the processes for monitoring provision lack focus on first hand evidence of the quality of teaching and learning; and
- the school improvement plan does not have a clear enough focus on quantifiable success criteria based on improving standards.

Recommendations

- R1 Raise standards in mathematics
- R2 Improve planning for the development of pupils' key skills in writing and numeracy across the curriculum
- R3 Ensure a consistently high quality of teaching to create more opportunities to challenge pupils and develop their independent learning skills
- R4 Ensure that marking helps pupils understand what they need to do in order to improve their work
- R5 Develop the role of the governing body in supporting and challenging leaders in relation to the standards the school achieves
- R6 Ensure that self-evaluation procedures are systematic, robust and based on first hand evidence of teaching and learning
- R7 Use the outcomes of self-evaluation to ensure a clear focus for school improvement

What happens next?

The school will draw up an action plan that will show how it is going to address the recommendations. Estyn will monitor the school's progress.

Main findings

Key Question 1: How good are outcomes?

Adequate

Standards: Adequate

During their time in school, the majority of pupils make steady progress in their learning. By the end of key stage 2, most pupils develop good listening skills and respond confidently to instructions and tasks. Many engage sensibly in paired activities in order to explore ideas before sharing them effectively with others. Many pupils organise and express their thoughts well. However, in a few classes, a minority of pupils do not concentrate fully enough to make good progress in lessons.

Across the school, standards in writing are inconsistent. Many pupils write for a variety of purposes in language lessons and show an appropriate understanding of the different genres available to them. The majority have a secure grasp of grammar and punctuation but a few pupils find it difficult to structure their writing or develop their creative ideas. Although many pupils make good progress in developing their writing skills, few pupils transfer this learning well enough to other areas of the curriculum.

More able pupils read fluently and with expression. Many pupils locate information in reference books using contents and index pages correctly with many developing the skills required to scan and skim texts confidently. When reading fiction texts they demonstrate a good understanding of the story. The pupils' knowledge of a range of authors is limited. However, most enjoy discussing books in group reading sessions and are able to talk about their favourite novels. Although many pupils use their knowledge of letter-sound relationships well to read new words, their use of other reading strategies, such as inference and deduction, is less well developed.

Through the recent introduction of a revised reading scheme, pupils who receive reading support are beginning to have a firmer grasp of phonics and are developing a range of strategies to work out unfamiliar words. However, only a minority show an interest in books and develop as enthusiastic readers who read regularly and widely.

Most pupils are aware of their literacy targets and a few are beginning to evaluate their work, showing some understanding of what they could do to improve. However, their ability to work independently is underdeveloped and they lack confidence to make decisions about their own learning.

Pupils' Welsh first language skills are developing well and standards by the end of key stage 2 are generally high. The majority of pupils develop good oral communication skills and talk to adults confidently. By Year 6, the majority of pupils write appropriately in Welsh for a range of purposes showing appropriate awareness of different situations and audiences. Their reading skills in Welsh are good.

Most pupils, who study Welsh as a second language, make appropriate progress in their ability to understand and follow basic instructions. Nearly all pupils engage enthusiastically in oral activities and display a positive attitude towards the language.

Many are eager to convey simple personal information during lessons but few are able to sustain a conversation confidently. Few are able to use simple individual sentence structures in their written work and their reading skills are underdeveloped.

Pupils' information and communication technology (ICT) skills are developing well. A few more able pupils use their skills effectively to improve and deliver work across a range of subjects.

Most pupils with additional learning needs make good progress and achieve well in relation to their starting points. Pupils entitled to free school meals achieve less well than other pupils. This gap is wider than the average for both the family of schools and similar schools nationally. In 2012, boys' performance was significantly lower than that of the girls in all subjects, apart from Welsh first language.

Overall, attainment has varied over the past five years. In 2012, the percentage of pupils who achieved the expected level (level 4) in Welsh or English, mathematics and science in combination was lower than the average for the family of similar schools and the figures for Wales. However, pupil performance in English and Welsh has been at least equal to the average for the family of schools for the past five years, but performance in mathematics and science has been lower. When compared with similar schools in terms of free school meals entitlement, pupils' achievement in English, mathematics and science places the school among the lowest 25% in Wales. Performance in Welsh, however, places the school in the top 25%. The proportion of more able pupils who attained the higher level (level 5) in English and science was significantly higher than the family average although performance in Welsh and mathematics was considerably lower, placing the school amongst the lowest 25% in Wales.

Wellbeing: Good

Nearly all pupils are friendly and polite, display good social skills and collaborate well with others. Many are aware of healthy living and eating and understand the importance of exercise. Nearly all pupils enjoy using the adventure area and many choose to cycle to school. They feel happy and safe and the majority enjoy taking part in learning activities. Most behave well in lessons, although a few pupils have difficulty in maintaining concentration. A few pupils are involved in setting targets to improve their learning, but few have a say in what they learn. Most pupils are involved with community initiatives, for example harvest celebrations and Christmas services. Older pupils take responsibility as 'playground buddies', which is beginning to have a positive impact on their confidence and wellbeing. The well-established 'values initiative' has a positive effect on the majority of pupils' understanding of their rights and responsibilities as individuals.

Through the school council, a few pupils are becoming increasingly involved in planning school improvements. Members have designed child friendly leaflets on keeping safe and a simpler anti bullying policy. The role of school ambassadors offers pupils with additional responsibilities opportunities to develop their leadership skills by greeting visitors and preparing presentations.

Pupils' transition to senior school is smooth and they are confident that they will make the move with little difficulty.

Attendance is currently 94%. However, the school is in the lower 50% when compared to similar schools in Wales. Attendance has declined from the level achieved five years ago.

Key Question 2: How good is provision?	Adequate
---	-----------------

Learning experiences: Adequate

The school provides an appropriate range of experiences that engage most pupils in their learning. However, these are not always successful in engaging more able pupils. Planning to develop pupils' key skills systematically, particularly in writing and numeracy across the curriculum, is underdeveloped. The school plans suitable activities to develop pupils' thinking skills and this is beginning to have a positive impact on the pupils' learning. A wide range of extra-curricular activities also enrich pupils' learning experiences. These are both well attended by pupils and popular.

The provision to enable pupils to learn about sustainability and develop an understanding of the role they and others play in society is good. However, the school does not ensure adequate attention for provision to develop pupils' awareness of global citizenship.

The school provides a range of interesting and relevant activities for developing pupils' use of the Welsh language. Provision to promote pupils' understanding of the history and culture of Wales is good.

The multiple needs unit offers stimulating opportunities for learning that are relevant to the pupils' needs. These encourage pupils' participation and develop their understanding well.

Teaching: Adequate

Many teachers have sound subject knowledge, develop effective working relationships with pupils and plan a range of interesting activities. In most lessons, there are lively presentations and appropriate pace, with good use of resources. Teachers share learning objectives consistently with pupils and offer appropriate activities to ensure that all pupils work productively. Teachers and support staff generally work well together. This ensures that individuals and specific groups of pupils have suitable learning experiences and appropriate opportunities to make progress.

In lessons where teaching is less effective, teachers do not provide enough differentiated activities to challenge pupils or encourage them sufficiently to work independently, particularly the more able. In these lessons, the pace is too slow and, consequently, a minority of pupils become restless and make limited progress.

Teachers regularly mark pupils' work, but comments do not always make clear what pupils have done well and what they need to do to improve the quality and content of their work. In the best lessons, teachers are beginning to encourage pupils to assess their own work and the work of others using agreed criteria linked to the shared learning objectives.

Pupil reports provide parents with relevant information about progress and offer appropriate opportunities for parental feedback.

Care, support and guidance: Good

The secure and supportive ethos of the school provides pupils with a clear understanding of the school values, procedures and expectations. The school is successful in promoting the benefits of a healthy diet and regular exercise. The school promotes pupils' moral and social development effectively through fostering values such as fairness and respect. However, there is no time for reflection during daily acts of collective worship to promote pupils' spiritual development.

The provision for cultural development is good. The school encourages pupils to engage with the arts, sports and other cultural activities such as the Urdd Eisteddfod and work related to local and national Welsh artists. This broadens their knowledge of the culture of Wales successfully.

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

Provision for pupils with additional learning needs is good. Teachers identify pupils' needs promptly and the special educational needs co-ordinator organises and monitors any necessary support efficiently. The co-ordinator liaises closely with external support agencies and makes good use of the specialist services, information and guidance on offer.

Support staff work closely with teachers to provide a good range of support programmes for individuals and groups of pupils. These have a positive impact on raising pupils' standards, particularly in the multiple needs unit. Around half of the pupils integrate into the mainstream for specific activities and carry pupil passports that provide valuable information for staff regarding individual medical and learning needs.

Learning environment: Good

The school encourages pupils to adopt a positive attitude towards each other and the environment through its values assemblies and respect and rights programme.

The school is very welcoming to pupils and visitors. There is a strong inclusive ethos where all pupils are valued and receive equal access to all activities.

Resources are of good quality and match the needs of nearly all pupils. Resources available for ICT are of high quality. The wall displays in classrooms and corridors help to create a stimulating learning environment.

The school building and grounds are maintained well and provide a pleasant learning environment for all pupils. Very good outdoor facilities such as an orchard, garden, agility area and Celtic roundhouse effectively develop pupils' physical education skills and their awareness of the environment.

Key Question 3: How good are leadership and management?
--

Adequate

Leadership: Adequate

The headteacher has clear aims and objectives for the school and shares these appropriately with the staff, pupils, governors and parents. Together with the acting deputy headteacher and recently appointed senior management team, the headteacher has identified strengths and areas that need developing. Members of staff feel valued and have clear responsibilities for developing specific areas of the curriculum in order to improve the school as an effective learning community. However, the self-evaluation process, strategic planning, and teacher expectations across the school are too inconsistent to raise pupils' standards effectively in key areas, such as writing across the curriculum.

The governing body fulfils its statutory obligations appropriately. Under the leadership of a newly appointed chairperson, the governors support the school conscientiously. Through regular presentations on school data, governors generally know about the performance of the pupils. They also know about many of the initiatives the school is developing. However, they are not involved directly enough in the school's self-evaluation processes and planning procedures to challenge management effectively.

The school gives suitable attention to many local and national priorities, for example the skills curriculum, developing Welsh as a second language, the underachievement of boys and the pupil ambassadors' scheme. However, many of these initiatives have yet to impact positively on standards.

Improving quality: Adequate

The school self-evaluation report is a detailed document that describes the work of the school together with its strengths and areas for development. The school analyses information gained from a variety of sources to inform the self-evaluation process. Outcomes inform the priorities within the school improvement plan. However, the process lacks a strategic approach that focuses on collating information over time, based on first hand evidence of the quality of teaching and learning.

The school improvement plan includes actions needed to bring about necessary improvements and identifies members of staff with responsibility for their delivery. However, it lacks a clear focus on quantifiable success criteria to measure improvements in standards.

The school is developing appropriately as a learning community. There is an effective culture of collaboration between staff, notably in developing reading and Welsh as a second language.

Partnership working: Adequate

The school generally works successfully with a range of partners to enrich pupils' learning and wellbeing. There are appropriate partnerships with parents. The parent teacher association plays an active role in raising funds for the school and has recently funded the new library. However, many parents feel that the communication between the school and home is inconsistent. Consequently parents are not always clear about new initiatives that the school implements.

The school plays a prominent role within the local community through events such as the 'Wales in Bloom' competition and 'Bike It'. It also has successful links with local churches and chapels. Pupils raise money for local and national charities, which raises their awareness of people less fortunate than themselves.

A well-established partnership with Trinity St David's University is mutually beneficial and encourages the sharing of good practice.

The school undertakes a number of valuable activities with the local family of schools that include standardising and moderating teacher assessments. There are effective arrangements in place for pupils' transition to the local comprehensive school. The partnership with the feeder infant school is, however, not as effective.

Resource management: Adequate

Most teaching and support staff understand their roles well and have a range of skills and expertise to carry out their duties. The school generally deploys staff appropriately to ensure that they contribute positively to the work of the school.

The school's performance management system is appropriate and sets relevant targets for all members of staff. Targets focus well on improving the performance of individuals and meeting a few priorities in the school improvement plan. There are appropriate arrangements for planning, preparation and assessment time for teachers. This has a positive impact on the quality of their work and provides learning opportunities for pupils that lead to improved standards, particularly in art, and personal and social education.

The school has effective arrangements for financial management and monitors spending decisions appropriately.

However, due to the outcomes pupils achieve, the school provides only adequate value for money.

Appendix 1

Commentary on performance data

The percentage of pupils who achieved the expected level (level 4) in Welsh or English, mathematics and science in combination has been higher than the family of schools' average for two of the last four years. However, performance in the individual subjects of English, mathematics and science over the same period has been more inconsistent. In English, the percentage of pupils who achieved level 4 has been equal or better than the family and Wales averages in three of the last four years and in mathematics and science higher than the family averages for two of the past four years.

In 2012, the percentage of pupils who achieved level 4 in Welsh or English, mathematics and science in combination placed the school among the lowest 25% in comparison with similar schools in terms of entitlement to free school meals. Performance in English, mathematics and science over the past four years has varied from the lowest 25% to the higher 50% in comparison with the results of these similar schools.

In Welsh, the trends in data on school performance are unreliable, as the number of pupils at the end of key stage 2 is often very small. The percentage of pupils who achieve level 4 in Welsh, has been higher than the average figure for the family of schools and Wales averages over the past four years. Performance in Welsh places the school among the highest 25% of similar schools for the past two years. The performance of more able pupils has been above the family for two of the past four years, although there were no Year 6 pupils in the 2010 cohort.

The percentage of more able pupils achieving above the expected level (level 5) has also been inconsistent over the past four years. In English, achievement has been consistently above the average for the whole family and, in mathematics and science, achievement has been above the average for three of the past four years.

Compared to similar schools, attainment across the core subjects at level 5, ranges from between the highest 25% to the lowest 25% over the same period.

At both the expected and higher levels, girls consistently outperform boys in all three subjects. The performance of pupils who receive free school meals has been inconsistent for the past four years when compared to other pupils.

Appendix 2

Stakeholder satisfaction report

Responses to pupil questionnaires (101 responses)

Many responses are positive although there are a few differences between boys' and girls' responses. In general, most of the positive responses were higher than average for primary schools in Wales.

Nearly all pupils feel safe at school, and believe that teachers and other adults help them to learn and make progress. If pupils find their work difficult, nearly all pupils say that they know what to do, and to whom to speak. When there are cases of bullying, many pupils report that they are confident that the school deals well with every incident and they know to whom to speak if they are worried or anxious. Nearly all pupils believe that they are doing well at school, and that they have enough books, equipment and computers to do their work. However, a few pupils, including a minority of the boys, in particular, believe that the homework set does not help them to understand their work at school.

A minority of girls and around half of the boys feel that other pupils do not behave well and that they hinder their ability to do their work. Similar percentages of pupils also feel that children do not behave well at playtime and lunchtime. Most believe that the school teaches them how to keep healthy and that there are opportunities for regular physical exercise.

Responses to parent questionnaires (29 responses)

Many parents express a high level of satisfaction with the school. The majority of responses were positive and higher than national comparisons. However, parents responded negatively to a minority of questions.

Nearly all parents feel that staff expect children to work hard and do their best. Nearly all parents believe that children are treated with respect and feel safe at school. Many agree that the school is led effectively, and are happy with the quality of teaching. In contrast to their children's views, nearly all parents are satisfied with children's behaviour at the school. Nearly all agree that there is a good variety of activities, including trips and visits.

Around half of the parents feel that they do not receive enough information about their child's progress. In addition, a minority feel that homework does not build enough on the work done at school. Although most parents understand the school's system for raising a complaint, a minority indicate that they do not feel comfortable about asking the school a question, making suggestions or identifying a problem.

All parents say that their children like school. Many feel that their child is making good progress and that their child is well prepared for moving on to the next school.

Appendix 3

The inspection team

Dyfrig Ellis	Reporting Inspector
Huw Watkins	Team Inspector
Ruth Rhydderch	Lay Inspector
Rhys Hughes	Peer Inspector
Janice Llewelyn	School 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.