

**Inspection under Section 28 of the  
Education Act 2005**

**A Report on the Quality of Education in**

**Tenby Junior Community School  
Heywood Lane  
Tenby  
Pembrokeshire  
SA70 8BZ**

**School Number: 6682262**

**Date of Inspection: 13 March 2007**

**by**

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Tenby Junior Community School was inspected as part of a national programme of school inspection. The purpose of inspection is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents information about the performance of their child's school.

The inspection of Tenby Junior Community School took place between 13/03/07 and 14/03/07. An independent team of inspectors, led by Dorothy Morris undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral, social and cultural development.

The five-point scale used to represent all inspection judgements in this report is as follows:

<b>Grade 1</b>	good with outstanding features
<b>Grade 2</b>	good features and no important shortcomings
<b>Grade 3</b>	good features outweigh shortcomings
<b>Grade 4</b>	some good features, but shortcomings in important areas
<b>Grade 5</b>	many important shortcomings

There are three types of inspection.

For **all** inspections, there is a written report on seven key questions.

For **short** inspections, there are no subject reports.

For **standard** inspections, there are also reports on six subjects.

For **full** inspections, there are also reports on all subjects.

**Estyn decides the kind of inspection that a school receives, mainly on the basis of its past performance. Most schools receive a standard inspection. All nursery schools, special schools, pupil referral units and any new or amalgamated schools receive a full inspection.**

This school received a **short** inspection.

## Year groups 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 LEAs.

The term 'Reception' (R) refers to the year group of pupils in a primary school who reach the age of 5 during the academic year. Year 1 refers to the year group of pupils who reach the age of 6 during the academic year and so on. Year 13 is the year group of students who reach the age of 18 during the academic year.

Primary phase:

Year	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	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 National Curriculum covers four key stages as follows:

Key stage 1	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

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## Context

### The nature of the provider

1. The school is situated on the outskirts of the coastal town of Tenby in Pembrokeshire and draws its pupils from the town and the immediate area. There are 245 pupils, between seven and eleven years of age, on the school register. Pupil numbers have fallen in line with Local Education Authority (LEA) trends in recent years.
2. The school considers its catchment area to be neither prosperous nor economically disadvantaged. Eleven per cent (11%) of pupils are registered to receive free school meals, a figure that is lower than the local and national average.
3. Pupils attending the school represent the full range of ability. Sixty-four pupils (26%) are designated as having additional learning needs (ALN). Three pupils have statements of special educational need.
4. The school provides education through the medium of Welsh or English in two separate streams. There are nine classes in the English medium stream with pupils learning Welsh as a second language, and one class in the Welsh stream with pupils being taught through the medium of Welsh and English. Most pupils come from homes where English is the main language spoken. The school also accommodates an LEA funded Specialist Centre for 12 pupils with severe to complex learning difficulties. The Centre serves the Greenhill Comprehensive School's catchment area.
5. The school has been accredited as an 'Investor in People', its Basic Skills Quality Mark has been renewed and it has gained the 'Healthy Schools Award'.
6. The school was last inspected in February 2001. The headteacher has been in post since September 2001.

### The school's priorities and targets

7. The school's main aim is to be a community where the values of caring and sharing are encouraged and where individuals are challenged and supported to achieve their potential. These aims are well reflected in the school's motto 'We care, we share, we learn together.'
8. The school's major priorities and targets for 2006-2007 include:
  - to continue to improve standards further;
  - to continue to extend pupils' information and communication skills (ICT);
  - to continue to develop the provision for pupils' personal and social education (PSE);
  - to increase the opportunities to promote bilingualism across the curriculum; and
  - to extend further the links with all the school's partners.

**Summary**

9. Tenby Junior Community School is a good school with outstanding features. The school has maintained the good features since the last inspection and has further improved the overall quality of its provision. There is a strong commitment amongst all the school's partners to ensure further improvement. The school offers very good value for money.

**Table of grades awarded**

<b>Key Question</b>	<b>Inspection grade</b>
1. How well do learners achieve?	Grade 2
2. How effective are teaching, training and assessment?	Grade 2
3. How well do the learning experiences meet the needs and interests of learners and the wider community?	Grade 1
4. How well are learners cared for, guided and supported?	Grade 2
5. How effective are leadership and strategic management?	Grade 1
6. How well do leaders and managers evaluate and improve quality and standards?	Grade 2
7. How efficient are leaders and managers in using resources?	Grade 1

10. The self-evaluation report, produced by the school before the inspection, is concise and clear and identifies strengths and areas where improvements are needed. The inspection team agreed with the school's judgements in five of the seven key questions. The inspection evidence indicates that the school has been conservative in awarding a Grade 2 to key question 3 and has therefore been awarded a higher grade for this question. A lower grade than the Grade 1 awarded by the school has been given to key question 6. The inspection team judged that the quality of provision in this key question has good features and no important shortcomings.
11. Pupils make good progress and achieve the agreed learning targets and goals. They gain new knowledge, skills and understanding progressively as they move through the school. Pupils with ALN make good progress and achieve the targets set for them.
12. Overall, pupils' progress and standards in the key skills of literacy, numeracy and ICT across the curriculum are good. Most pupils' skills in English speaking and listening, reading and writing are good. There are examples of very good standards in writing across the curriculum. A significant minority of pupils demonstrate an insecure grasp of syntax and spelling patterns. The vast majority of pupils apply their numeracy and ICT skills effectively and accurately in other subjects.
13. In 2006, pupils' attainments in the National Curriculum (NC) assessments, according to teacher assessment, were above the county and national averages in English, Welsh first language, mathematics and science. When compared with similar schools across Wales, on the basis of free school meals, the school's results overall place it in the upper 50% of schools. In recent years

there has been a continuous improvement in the school's results as pupils achieve and frequently surpass their targets. There are no significant differences in the performance of boys and girls.

14. Pupils' problem-solving skills are well developed and this is evident in subjects such as science, design and technology and mathematics. Their creative skills are good and they apply their skills effectively in subjects such as art, music and physical education.
15. Pupils' bilingual competence has good features that outweigh shortcomings. Pupils of all ages communicate readily in English. In the Welsh stream, pupils communicate well in Welsh. In the English stream, however, a significant number of pupils lack confidence in speaking in Welsh in informal situations during the school day.
16. Pupils are aware of their personal targets for improvement and demonstrate a good awareness of their particular strengths and weaknesses. Older pupils understand well what they need to do to improve the standard of their work.
17. Most pupils' attitudes to their learning, the interest they show in their work and their ability to concentrate are good.
18. Pupils' spiritual, moral, social and cultural development is good. Through acts of collective worship, for example, pupils develop the ability to reflect upon, and to consider important values. They show consideration for others less fortunate than themselves and collect sums of money for good causes. Pupils work together effectively and show good development in their personal and social skills. They welcome visitors warmly to their school and are courteous when speaking with adults. Pupils' knowledge of the culture and heritage of Wales is good.
19. Pupils show a good awareness of equal opportunity issues. They understand that everyone should be treated fairly and that they should respect the views of others. Through circle time, visits, and their work in subjects such as religious education, pupils develop respect for the diversity of beliefs, attitudes and cultural traditions within society.
20. Pupils' behaviour is very good. Pupils have a clear understanding of what is expected of them.
21. Pupils' knowledge of their own community is good. Pupils' visits to places of interest, their involvement in local activities and their studies in subjects, such as history and geography, effectively extend their knowledge and understanding.
22. Pupils' attendance averaged 94% for the three previous terms. Apart from incidental absence for illnesses, term-time holidays are noted as an ongoing area of concern. Most pupils arrive at school on time and punctuality during school hours is good. Pupils' attendance is carefully recorded and the school takes full account of the National Assembly for Wales circular 3/99.

### **The quality of education and training**

23. In the lessons inspected, the quality of teaching was judged as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
23%	77%	0 %	0%	0%

24. Teachers have a very good relationship with their pupils and cater effectively for their learning needs.
25. The good teaching with outstanding features includes characteristics such as high expectations that consistently challenge pupils, tasks and activities that successfully extend pupils' learning, skilled questioning, and very effective use of a variety of learning resources.
26. The quality of assessment, recording and reporting of pupils' progress is good. Overall, teachers assess pupils' achievements and progress rigorously, accurately and regularly. In a significant minority of the foundation subjects, however, assessment and record keeping procedures are more informal in nature. In the best practice, pupils are increasingly involved in planning their own progress and improvement. This ensures that pupils increasingly understand the purpose of assessment. The annual reports to parents conform to statutory requirements and are of good quality.
27. The quality of the curriculum offered to pupils has outstanding features. The school offers pupils equal access to a broad, balanced and an enriched curriculum. There is very good provision overall to ensure that pupils acquire the necessary basic and key skills.
28. The provision for pupils' spiritual, moral, social and cultural development has outstanding features. Acts of collective worship, often led by visiting clergy, contribute highly effectively in this context. Religious education lessons and circle-time sessions focus well on fostering caring values. There is a very good emphasis on developing pupils' knowledge of the culture and heritage of Wales through the *Cwricwlwm Cymreig (Welsh Curriculum)* and their studies across the curriculum.
29. There are good features in the school's provision to raise pupils' awareness and understanding of sustainable development and global citizenship. There is strong emphasis on all aspects of health education, and the promotion of a healthier lifestyle permeates the curriculum and is evident in the school's daily routines.
30. The school's partnerships with parents, other schools and institutions, and the local community are good with some outstanding features. Partnerships are used well to enrich pupils' learning experiences.
31. Provision for pupils with ALN is good and meets the requirements of the Code of Practice. Teachers and experienced support staff offer pupils with ALN very good support. This is a strength of the school.

### **Leadership and management**

32. The quality of leadership and management is good with outstanding features. The headteacher demonstrates excellent leadership and offers a clear vision for the further development of the school. All members of staff work well together and there is a strong sense of mutual support and a clear commitment to developing pupils' learning.
33. The school development plan (SDP) is a comprehensive document that clearly sets out the school's priorities and targets. Information gained through the self-evaluation process is used effectively to inform future planning.

34. The drive towards continuous improvement is a strength of the school's work. Overall, the monitoring and evaluation procedures provide the school with good information on the quality of its provision and standards of achievement. On occasion, however, the role of the subject co-ordinator does not focus sufficiently on evaluating pupils' standards of achievement.
35. The quality of the care, support and guidance for pupils is good. Staff know pupils well and provide good pastoral care. The relevant policies and procedures, which include aspects such as child protection, first aid, and health and safety, are of good quality and are known to all. The day-to-day arrangements for ensuring the well-being of pupils and staff are implemented thoroughly.
36. The governing body is very supportive, well informed and involved in the life of the school. Governors contribute well to setting the school's strategic direction, and their role in monitoring the quality of provision and pupils' standards of achievement is developing effectively.
37. The school has made good progress since the last inspection. All the key issues have been successfully addressed.
38. The efficient management and use of resources are outstanding features of the provision. There are enough suitably qualified and experienced teachers and support staff to carry out the work of the school. There is very good investment in resources and equipment. They are of good quality and are used effectively.
39. The quality of the accommodation is an outstanding feature. Teaching areas are spacious and provide a very stimulating and well-equipped learning environment for pupils and staff.
40. Budgeting is closely linked to pupils' learning needs and the priorities in the SDP. The school keeps its use of resources under regular review, and the governing body carefully monitors expenditure and its effectiveness.

## Recommendations

In order to build on the good and outstanding practice, the school needs to address the following issues.

- R1 Continue to develop the processes for assessing pupils' progress in the foundation subjects,\* and extend pupils' self-assessment skills.
- R2 Develop further pupils' bilingual skills\*.
- R3 Extend the good features of the self-evaluation procedures by focussing more consistently on pupils' standards of achievement\*.

*(The aspects of the recommendations marked with an \* have been identified by the school in its SDP).*

The governing body is responsible for amending its current development plan to incorporate action in response to the recommendations within 45 working days of receiving the report, showing what the school is going to do about the recommendations. This plan, or a summary of it, will be circulated to all parents at the school.

## Standards

### Key Question 1: How well do learners achieve?

#### Grade 2: Good features and no important shortcomings

41. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
42. Pupils make good progress and achieve the agreed learning targets and goals. They gain new knowledge, skills and understanding progressively as they move through the school. Pupils with ALN make good progress and achieve the targets set for them.
43. Pupils' overall development in the key skills of literacy, numeracy and ICT across the curriculum is good. Throughout the school, most pupils' listening skills are good. They listen carefully to adults and to other pupils' contributions. Most pupils speak clearly and the more able pupils use an extended vocabulary with understanding. A significant minority of pupils demonstrate a more limited range of vocabulary and they do not contribute voluntarily to class and group discussion.
44. Pupils use their reading and writing skills well in their work across the subjects. Pupils write for different purposes and the best work is of good, and sometimes very good standard. A significant minority of pupils demonstrate an insecure grasp of syntax and spelling patterns.
45. Pupils achieve good standards as they use and apply their number skills in tasks across the curriculum. They use their skills confidently and accurately to calculate and measure in their work in subjects such as science, design and technology and geography. Pupils' ICT skills are good. Pupils use different tools and procedures skilfully and confidently.
46. In 2006, pupils' attainments in the NC assessments, according to teacher assessment, were above the county and national averages in English, Welsh first language, mathematics and science. When compared with similar schools across Wales, on the basis of free school meals, pupils' attainments are in the upper 25% in Welsh, and the upper 50% in the other subjects. The proportions of pupils achieving the higher level, that is level 5, in these core subjects are significantly above national averages. Compared with similar schools, the school's results overall place it in the upper 50% of schools.
47. The school successfully adds value to the standards pupils achieve. In recent years there has been a continuous improvement in the school's results as pupils achieve and frequently surpass their targets. The proportions of pupils achieving level 5 have increased significantly and fewer pupils are achieving levels below level 4 and 3. The school's effective tracking system and focused provision have improved boys' attainment. At present, there are no significant differences in the performance of boys and girls.
48. Pupils' problem-solving skills are well developed and this is evident in subjects such as mathematics, science and design and technology. Their creative skills are good and they apply their skills effectively in subjects such as art, music and physical education.

49. Pupils' bilingual competence has good features that outweigh shortcomings. Pupils of all ages communicate readily in English. In the Welsh stream, pupils also communicate well in Welsh. In the English stream, Welsh learners listen well to instructions and respond accurately. They use greetings well but a significant number lack confidence in speaking in Welsh in informal situations during the school day. Through their studies in subjects, such as history, geography and art, pupils' knowledge and understanding of the *Cwricwlwm Cymreig (Welsh Curriculum)* are good.
50. Pupils' spiritual, moral, social and cultural development is good. Pupils work together effectively in a range of educational and social activities. Through collective worship, circle time and school council activities, pupils gain a good understanding of spiritual, moral and social issues. Pupils' knowledge of the culture and heritage of Wales is good. They also demonstrate a good understanding of the social and cultural traditions of other faiths and cultures.
51. Pupils' learning skills are good. Most pupils' attitudes to their learning, the interest they show in their work and their ability to sustain concentration are good. The vast majority of pupils work hard in lessons, readily join in the range of activities provided and show enthusiasm for their work.
52. Pupils' capacity to work independently is good, as demonstrated in subjects such as science, music and art. Pupils work productively as pairs or in small groups. Pupils increasingly apply the thinking and learning skills' strategies promoted by the school to good effect in their work across the curriculum.
53. Pupils are aware of their personal targets for improvement and have a good awareness of the particular strengths and weaknesses in their work. Older pupils know what they need to do next in order to improve the quality of their work and to move on to the next stage of their learning.
54. Pupils make good progress towards fulfilling their potential regardless of their social, ethnic or linguistic background. Pupils with ALN benefit from the individual programmes of support provided by the school.
55. Pupils' behaviour is very good. Pupils have a clear understanding of what is expected of them and move around the school in an orderly manner. They understand the need for rules.
56. Pupils accept responsibility willingly, for example as team leaders, class monitors, buddies and ambassadors. They take their duties seriously. These experiences give them a good grounding in the importance of citizenship.
57. Pupils show a good awareness of equal opportunity issues. They understand that everyone should be treated fairly and that they should respect the views of others. Through circle time, visits, and their work in subjects such as religious education, pupils develop respect for the diversity of beliefs, attitudes and cultural traditions within society.
58. Pupils' knowledge of their own community is good. Pupils' visits to places of interest, their involvement in local activities and their studies in subjects, such as history and geography, effectively extend their knowledge and understanding of their locality.
59. Pupils have a good awareness of the world of work through visits to local businesses and the contribution of visitors from the community. While older

pupils have focused well on opportunities to set up a small business company, pupils' entrepreneurial skills generally are insufficiently developed.

60. Attendance levels averaged 94% for the three previous terms. Apart from incidental absence for illnesses, term-time holidays are noted as an ongoing concern. Most pupils arrive at school on time and punctuality during school hours is good. The school monitors and records pupils' attendance meticulously and in accordance with the National Assembly for Wales circular 3/99.

## The quality of education and training

### Key Question 2: How effective are teaching, training and assessment?

#### Grade 2: Good features and no important shortcomings

61. The findings of the inspection team match the judgement made by the school in its self-evaluation report.

62. In the lessons inspected, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
23%	77%	0%	0%	0%

63. Teachers have a good knowledge of the NC subjects, religious education, and of the common requirements
64. The good relationships between teachers and pupils facilitate effective learning and create a positive work ethos in all classes. All the staff treat the pupils equally, irrespective of their gender, race or ability.
65. Lessons are well planned with clear objectives. Teachers use a wide range of teaching strategies and a variety of resources to offer pupils good quality learning experiences.
66. Teachers cater well for the differing learning needs of their pupils. They match work effectively to pupils' needs building on prior learning. Teachers regularly monitor and review pupils' work, and the tasks provided. The use of ability groupings to match provision to pupils' learning needs in mathematics and English is particularly successful in improving pupils' standards of achievement in these subjects.
67. Pupils' bilingual competency is fostered appropriately. There is good use of incidental Welsh throughout the day to develop pupils' Welsh vocabulary and language patterns but it is insufficiently extended throughout the school. There is very good planning and provision to develop the Welsh dimension within subjects.
68. In the lessons with outstanding features, the following characteristics are evident:
- teachers have high expectations of pupils and offer them consistent challenge in all aspects of their learning;
  - teachers' presentations are inspiring and stimulating;
  - teachers motivate pupils well to become confident learners; and

- excellent teacher/pupil interaction enables pupils to explore issues in increasing depth.
69. In the lessons with good features, the following characteristics are evident:
- lesson objectives are clear and are shared with the pupils;
  - initial teacher presentations are purposeful and reinforce previous learning;
  - the work completed is effectively reviewed at the end of sessions;
  - there is good pace to the teaching and learning; and
  - there is effective use of praise, support and encouragement.
70. Teachers successfully challenge stereotypical images and views and pupils are actively encouraged to participate in the full range of activities provided. The integration of pupils from the Unit for pupils with more severe ALN into mainstream classes for specific lessons is well planned, ensuring that they are effectively supported.
71. The quality of assessment, recording and reporting is good. The assessment co-ordinator provides effective leadership of this aspect of the school's work. The assessment policy is of good quality and provides clear guidelines, ensuring that assessment meets statutory requirements and plays an effective role in planning teaching and learning.
72. Across the key stage, the quality of the analysis of information gained from a wide range of tests in the core subjects is of a high quality. Standardised tests, as well as teacher assessments, are used well to monitor pupils' progress and achievements. The process of target setting is well developed. In each year group, there is good use of a wide range of information to set appropriately challenging targets. The monitoring process is enhanced through the use of a very effective tracking system.
73. Teachers carefully record pupils' progress in record sheets and folders. There is also good use of pupils' books to provide additional evidence of progress in all subjects. Samples of work in the core subjects and in most of the foundation subjects are levelled against NC levels of attainment and compiled into useful portfolios of work. The portfolios are used effectively to moderate standards and to illustrate pupils' progress and development. The school has benefited from its involvement in the local family of schools in compiling some of the portfolios.
74. In the best practice, the assessing and recording of pupils' progress in the foundation subjects is rigorous. In a significant minority of the foundation subjects, however, assessment and record keeping procedures are more informal in nature.
75. In a small number of subjects, for example information technology, history and geography, the school is developing assessment procedures which involve pupils in planning their own progress and improvement. This ensures that pupils increasingly understand the purpose of assessment. This is good practice.
76. The school conforms fully with the statutory requirements for assessing and recording the progress of pupils with ALN. There is a thorough assessment of their needs and detailed individual education plans (IEPs) are prepared.

77. The teachers mark pupils' written work regularly. In the best practice, the comments offered give pupils clear guidance as to how they can improve the quality of their work. Oral comments by the teachers during lessons offer pupils consistent and useful feedback. The sharing of lesson aims and the evaluating of the extent to which they have been achieved ensure that pupils take a more active part in the assessment process.
78. The annual reports to parents conform to statutory requirements. They note pupils' achievements in every subject and offer advice on what pupils need to do to make further progress. Parents value the meetings with staff to discuss their children's progress and development.

**Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?**

<b>Grade 1: Good with outstanding features</b>
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79. The inspection team's findings do not match the Grade 2 judgement made by the school in its self-evaluation report and a higher grade has been awarded to this key question. The overall nature, quality and richness of a broad, balanced and relevant curriculum has outstanding features.
80. The school responds highly effectively to pupils' learning needs and provides a broad, balanced curriculum that encompasses the NC and religious education. Policies and schemes of work of good quality, and detailed and thorough planning by the teachers, help ensure effective continuity and progression in pupils' knowledge, understanding and skills.
81. The development of pupils' basic and key skills is a priority within teachers' planning. The provision overall provides very good opportunities for pupils to develop and apply their key skills in a range of contexts. The focus on developing pupils' independent thinking skills, problem-solving and creative skills is good. Pupils use these skills confidently across the curriculum. There are good opportunities for pupils to work independently, in pairs and groups.
82. Off-site provision, the contribution of visitors and a range of extra-curricular activities make an outstanding contribution to pupils' learning experiences. Very good use is made of the local area which provides a rich source of educational opportunities for pupils. Pupils also learn much from many visitors, including clerics, artists, and storytellers.
83. The experiences provided by peripatetic music teachers are of a particularly high quality. A significant number of pupils take up the good opportunities provided to learn to play musical instruments. Pupils participate in a range of musical events and festivals, including county and area school orchestras.
84. The extra-curricular programme offered on most evenings and during lunchtimes, which includes a focus on music and sport, is a very strong feature of provision. There are also good opportunities for residential experiences. Overall, homework is appropriately focused on developing pupils' basic skills.
85. Staff and pupils demonstrate very good attitudes towards the Welsh language. Good use is made of the '*tocyn iaith*' (*language tokens*) and phrase of the week initiatives. The Welsh language also features prominently and effectively in

many displays around the school. The school, however, acknowledges the need to develop further the use of incidental Welsh across the subject areas and in more informal situations.

86. There are outstanding features in the school's promotion of Welsh culture and the heritage of Wales. The Welsh dimension features very prominently in many subject areas including art, music, history and geography. In addition, there are very effective procedures to develop pupils' knowledge and understanding of other cultures, particularly through studying other religions, traditions and festivals and through work in subjects such as music, art and geography.
87. Provision for pupils' spiritual, moral, social and cultural development has outstanding features. Acts of collective worship, often led by visiting clergy, contribute highly effectively in this context. Music plays a very important part and there are very good opportunities for pupils' participation and for quiet reflection. In addition, pupils are given good opportunities to experience awe and wonder in many curricular areas. Acts of worship, religious education lessons and circle-time sessions focus particularly effectively on fostering caring values. Pupils are aware of the less fortunate and focus well on charitable ventures.
88. Pupils have excellent opportunities to take up responsibilities and to make a contribution to the life of the school and the wider community. This is evident in their roles as leaders, prefects and ambassadors, responsibility for the fruit shop and involvement in class councils. The role of the school council is very well developed and is an outstanding feature of school life.
89. The school's PSE programme permeates all aspects of its life and is a further outstanding feature of provision. There is a comprehensive scheme of work, and circle-time sessions are a well-established aspect of school life. The focus on health promotion is a particularly strong feature and the school is currently involved in Stage 4 of the health-promoting schools' programme.
90. There are good links with parents. In the pre-inspection meeting and the many questionnaires returned, most parents expressed a high level of satisfaction with the school's life and work. Parents are kept well informed through regular newsletters and parents' meetings. Meetings are well attended and parents are consulted about initiatives such as the new behaviour policy. A constructive home-school agreement has been well received by parents.
91. There are productive links with the feeder infant school and with the local family of schools. There are very good links with the receiving secondary schools which lead to highly effective transition arrangements. The headteacher and staff contribute extensively to the effectiveness of this programme.
92. The school has an excellent partnership with local colleges and regularly provides training facilities for student teachers. Students are very well supported and mentored by staff and they, in turn, are actively encouraged to make a positive contribution to the life and work of the school.
93. The school enjoys highly successful partnerships with organisations in the town and contributes effectively to many facets of community life particularly through the pupil ambassador scheme. The community, in turn, is very supportive of the school.

94. Educational visits and the contribution of personnel from a range of professions and occupations effectively broaden pupils' awareness of the world of work. The school recognises that this is an area for further development and it is included in the SDP. While older pupils have focused well on opportunities to set up a small business company, the promotion of pupils' entrepreneurial skills generally is insufficiently developed and is another area identified for extension in the SDP.
95. The promotion of pupils' understanding of sustainable development is good. Staff and pupils demonstrate a strong commitment to conservation in curricular projects and specific lessons in a range of subjects. The school also promotes global citizenship very effectively and pupils develop a good understanding of the lives of people in different countries. They have pen pals in Botswana and links with a Belarussian hospice. Good use is made of a global citizenship day to further develop pupils' awareness in this field.
96. The school is successfully laying the foundations for lifelong learning and community involvement. National priorities are well reflected in its life and work. Learning experiences of good quality and opportunities for independent learning encourage pupils to become more confident and adaptable individuals, who are well prepared to move on to the next stage of their education.

#### **Key Question 4: How well are learners cared for, guided and supported?**

<b>Grade 2: Good features and no important shortcomings</b>
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97. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
98. The school plans and manages the care, guidance and support arrangements for learners extremely well. As a result of these good arrangements, pupils are well supported by all adults who work in the school.
99. Pupils are well supported in the classrooms. The effective use of grouping structures, to ensure that pupils receive appropriate educational provision, is a good feature of the school. One example is the introduction of an effective programme to target the more able and talented pupils which enables these pupils to be given more challenging work. The pupils respond well and make good progress.
100. The school works well with parents and carers. They are consulted about the support or care their children may need. Planning is precise and clearly focused on the needs of the individual pupil.
101. Induction programmes, whether at entry to Year 3 (Y3) from the infants' school or for new entrants, is well organised. Parents are encouraged to be involved in this process. A great deal of practical and helpful information is provided for parents or carers. The school has evolved a 'buddy' system to ensure new entrants are made to feel comfortable in their new surroundings. This is carefully monitored to ensure effectiveness.
102. The child protection procedures are firmly established. Examples of support indicate that all staff are aware of the correct procedures to follow in order to comply with statutory requirements. The school provides additional support to

ensure the safety of pupils and also gives additional support to the parents or carers involved.

103. The quality of provision for pupils with ALN is good and complies with the requirements of the Code of Practice. There are very good procedures in place for the early identification of pupils with ALN and pupils make good progress relative to their age and ability. There is a high level of support available through very good resources to enable most pupils to access the full curriculum.
104. The quality of the support provided for pupils and the good liaison between staff are strengths of the school. The skills and training that staff have acquired for their respective roles and responsibilities enable support of good quality to be given to pupils. Outside agencies offer the school effective support, providing guidance on any recommendations, and working with the staff in devising detailed IEPs. The speed and efficiency of acquiring support from the various agencies is a very good feature.
105. Pupils are assessed regularly and IEPs formulated to outline the required strategies for support and improvement. Parents are involved in the formulating of IEPs and are updated on progress termly. IEPs are reviewed on a more regular basis and modified accordingly.
106. The provision for pupils with severe to complex difficulties in a Specialist Centre is good. Positive and constructive procedures, reflected in good quality planning, assessment and monitoring, ensure that the specific and individual needs of pupils are catered for effectively. A good feature of the school is the inclusion process that enables these pupils to join their peers in mainstream classes for specific lessons and activities. The detailed planning ensures that pupils are effectively supported to develop their learning.
107. Good additional support helps meet the needs of different groups of pupils who require literacy enhancement programmes. These groups include pupils with 'English as an additional language' (EAL). These pupils are assessed and supported appropriately.
108. Arrangements to monitor and address any concerns relating to pupils' behaviour, attendance, punctuality or performance are very good. Attendance figures are improving termly, with the school implementing a structured plan to improve attendance. Registration periods are well structured and comply with current requirements. Full attendance is recognised and celebrated.
109. The school's PSE programme impacts positively on pupils' levels of emotional and general well-being. Pupils readily share concerns with staff during circle time sessions. The school council also provides an effective channel for pupils to offer their views and to share problems with members of staff.
110. Action to promote good behaviour and discipline, including anti-bullying procedures, is extremely effective. Individual programmes are written for pupils with behavioural problems. The school's policy and procedures are thorough and manageable. They are based on the positive recognition of pupils' achievements and successes. The school liaises with parents and outside agencies if there is a risk of exclusion. One pupil has been excluded in the past year. The appropriate procedures were followed.

111. Staff know pupils well and provide good pastoral care. Policies and procedures are of good quality and the day-to-day arrangements for ensuring the well-being of pupils and staff are thorough. Fire drills are held regularly and risk assessments are undertaken before taking pupils on visits. There are appropriate arrangements for sex education, first aid, the care of pupils who are unwell, and for the recording of accidents. The school has appropriate arrangements for dealing with complaints and appeals.
112. The school has policies and procedures of good quality for dealing with race equality, disability discrimination and equal opportunities. All pupils are encouraged and enabled to take part in activities provided by the school. Policies and practices fully promote equality and challenge stereotyping. Cultures and religious festivals are recognised and celebrated, ensuring pupils understand diversity and respect the differences and the contribution of others.
113. The school ensures that pupils with physical disabilities are not treated less favourably than able-bodied pupils, in terms of the opportunities and support they receive. The headteacher and governing body have also ensured that the recently remodelled building takes very good account of the needs of pupils or adults with a physical disability in terms of access to all classrooms and facilities.

## **Leadership and management**

### **Key Question 5: How effective are leadership and strategic management?**

#### **Grade 1: Good with outstanding features**

114. The findings of the inspection team match the judgement made by the school in its self-evaluation report. The inspection evidence indicates that the quality of its leadership and strategic management is significantly improving standards, enriching the curriculum and successfully engaging all members of the school community in its work.
115. The headteacher's leadership and management demonstrate outstanding features. The school is led with vision and direction by an experienced headteacher. She is pro-active in planning improvements, with many innovative ideas which improve standards and successfully extend the learning opportunities offered to pupils. She offers clear direction through values, aims and objectives that are fully understood by all those involved in providing education for the pupils who attend the school.
116. There are outstanding features in the way all members of staff work together. Staff with leadership and management roles have a thorough understanding of their responsibilities for improving standards and the quality of provision. The deputy headteacher provides effective support and is a good role model for colleagues. There is a strong sense of mutual support and an unwavering commitment to furthering the school's development. Arrangements for workforce reform are being successfully implemented. Statutory requirements are met, and resources are managed efficiently to achieve value for money.
117. The school takes good account of national priorities including the Healthy Schools' initiative, projects on developing pupils' understanding of sustainable

development and global citizenship, and the PSE programme. These activities contribute effectively to raising pupils' awareness of environmental, health and global issues and impact effectively on their personal and social development. The school constantly seeks to raise standards in literacy and numeracy and has gained the Basic Skills Quality Mark. It has also gained the 'Investors in People' accreditation. The school continually evaluates the impact on pupils' learning of all the initiatives introduced. There is clear evidence that the initiatives have contributed well to developing the school's work and to raising standards.

118. The school plays a full role in local priorities and partnerships. The headteacher and staff are active members of the local family of schools and contribute very effectively to developing its agenda for improvement.
119. The headteacher is developing effective whole-school evaluation procedures which provide the school with accurate information on its overall performance. Aspects for further development are well focussed and are included in the SDP.
120. Performance management procedures are well established. The arrangements include focused staff appraisals which set achievable personal targets for each staff member. These are effectively balanced with the priorities of the SDP. The school's monitoring files demonstrate that this approach is having a positive effect on the quality of the school's provision.
121. The school's procedures for managing and improving the performance of individual staff and teams are an outstanding feature. Staff's training needs are given very good attention through professional development within the school and through external courses and conferences. The school makes very good use of the good practice that exists in the school in supporting curricular initiatives and in meeting individual staff development needs. This contributes highly effectively to improving pupils' standards of achievement. This is a major strength of the school.
122. The SDP is a very well structured document and sets appropriate and realistic targets. Relevant processes are in place for setting and reviewing targets and good progress is being made in addressing the main targets set. Tangible improvements are evident in pupils' standards of attainment and in the quality of the curriculum.
123. There are highly effective processes in place to set accurate targets for pupils at the end of the key stage. The school gives high priority to the regular and comprehensive analysis of each pupil's progress, thorough tracking and recording of progress, the detailed evaluation of pupils' standards of attainment against county and national norms and the implementation of effective action plans to address any deficiencies. The school's results in NC assessments demonstrate that trends in performance show continuous improvement. Pupils achieve and frequently surpass their personal targets.
124. The governing body, which includes a number of new members, is very supportive and closely involved in the life of the school. It is well led. Governors fully understand their roles and responsibilities and contribute effectively to strategic planning. Their professional experience and expertise are well utilised.
125. Governors are well informed about the work of the school through written and oral reports provided by the headteacher and curriculum leaders, including

analyses of assessment information. Individual governors take on specific responsibilities and regularly visit the school to meet with relevant staff as part of their monitoring role.

126. The governing body meets regularly and effectively fulfils its regulatory and legal responsibilities. School policies and documentation give good attention to statutory requirements.

**Key Question 6: How well do leaders and managers evaluate and improve quality and standards?**

**Grade 2: Good features and no important shortcomings**

127. The findings of the inspection team do not match the Grade 1 judgement made by the school in its self-evaluation report. The inspectors judge that provision has good features and no important shortcomings, namely Grade 2. On occasion, the role of the subject co-ordinator does not focus sufficiently on evaluating standards of achievement.
128. A culture of self-evaluation has been well established and the drive towards continuous improvement is a strength of the school's work. The headteacher is establishing effective self-evaluation procedures which are comprehensive, systematic and based on a wide range of evidence. There are clear links between the process of self-evaluation and the SDP.
129. A particular strength of the provision is that all staff are involved in the process of school review and in developing and monitoring whole-school priorities, as set out in the SDP. A further significant feature is that the school involves governors and parents in the self-evaluation process. The consultation with pupils and the contribution they make, particularly in their roles as ambassadors, to school development is an impressive feature.
130. Subject co-ordinators make an important contribution to self-evaluation and planning for improvement in their specific areas of responsibility. There is regular monitoring of planning and assessment, continuity and progression in learning experiences, and the use made of resources. They produce reports of good quality, identifying strengths and any aspects that require further development. This information is shared with governors.
131. Overall, subject co-ordinators effectively evaluate teaching and standards of achievement across the curriculum. They gather information about pupils' achievements through discussions with pupils and the regular scrutiny of pupils' work. This information is carefully recorded and analysed. On occasion, there is insufficient focus on the standards achieved in the various subjects. The school has identified this as an area for development.
132. The school makes very good use of teacher assessments, standardised tests and teachers' knowledge to identify specific weaknesses and to set realistic targets for pupils. The governors are made fully aware of benchmarking statistics and the main findings of the analysis of assessment results. They are also involved in discussions on the targets set by teachers.
133. The school focuses well on areas for improvement through a clear and well-constructed SDP. This notes the school's needs and responsibilities well with financial implications and timescales being stated clearly. It is an effective

working document with specific, measurable success criteria. The headteacher and governing body ensure that very good resources are provided to achieve key targets and that progress is evaluated on a regular basis.

134. Recent important developments, which have moved the school forward, include an effective approach to promoting good behaviour and very well focused initiatives in ICT and science.
135. The self-evaluation report produced by the school prior to the inspection is an effective document. The report is honest and thorough and all staff and governors have been involved in its development. The document focuses very effectively on all sub-sections of the seven key questions and offers a good range of relevant information relating to all aspects of school life. The findings of the inspection team match the judgement of the school in five of the seven key questions. In one key question, awarded a Grade 1 by the school, the inspection team judged that provision has good features and no important shortcomings, namely Grade 2. In the other key question, the inspection team judged that the school has been conservative in its views in judging provision to be a Grade 2. Based on the inspection evidence, it has awarded the school a Grade 1 in this key question.
136. The school has made good progress in successfully addressing the key issues noted in the last inspection report. A monitoring programme is in place, there is a structure to develop the key skills across the curriculum, and staff development programmes are highly effective.

#### **Key Question 7: How efficient are leaders and managers in using resources?**

<b>Grade 1: Good with outstanding features</b>
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137. The findings of the inspection team match the judgement made by the school in its self-evaluation report. The inspection evidence indicates that the school's effective management and efficient use of resources is improving standards and the quality of provision for pupils.
138. The school's approach to the deployment, management and development of teaching and support staff has outstanding features. Pupils are well supported by sufficient, suitably qualified and experienced teachers. They have the knowledge and expertise to teach all aspects of the school's curriculum. Staff have a very clear understanding of their roles and responsibilities, and are fully involved in whole-school planning, implementation and monitoring provision. The pupil-teacher ratio is good.
139. The deployment of staff has a number of outstanding features, including the additional support that is given to pupils with ALN and also the manner in which the arrangements for providing statutory planning, preparation and assessment (PPA) time for teachers has been addressed to allow specialist teaching in several areas of the curriculum. These aspects contribute well to curriculum development and to pupils' learning. Statutory requirements regarding workforce remodelling are met, and resources are managed efficiently. The Criminal Record Bureau checks on all staff are undertaken appropriately.
140. The good quality of the support provided by learning support assistants is a strength of the school. They offer the school a wide variety of skills by being

involved in teaching specific reading and literacy skills to pupils with ALN, supporting the more able pupils through well-planned programmes, and in providing appropriate classroom support. Their flexibility demonstrates commitment, good management and planning. One learning assistant is leading the school training programme on dyslexia. All support staff follow appropriate training.

141. The school business manager ensures that whole-school administration tasks, including budgetary matters, are managed highly efficiently. All the ancillary staff at the school make a valuable contribution to the school. The work of volunteer helpers is also highly valued and is effective in supporting the development of pupils' reading skills.
142. Staff training and development are a high priority in the school and have outstanding features. They are very well organised and evaluated to ensure that staff receive sufficient good quality training to meet both individual needs and the school's priorities. Staff attend a good range of courses, which have contributed well to developing their subject knowledge, and their teaching and learning skills. Lunchtime assistants have attended behaviour management courses and this has contributed to the pupils' very good behaviour at lunchtime.
143. The quality, range and use of learning resources are outstanding features of the provision. There is a very good range of resources to support the whole curriculum. Staff and pupils make extensive use of the resources, enabling the school to offer a broad and enriched curriculum. Pupils have access to good ICT equipment and there is very effective use of the interactive whiteboards, for example, in promoting work across the curriculum.
144. Following an extensive remodelling programme, the quality and nature of the accommodation is excellent and enables the school to meet its aim of providing a broad and balanced curriculum. The building is bright, clean and provides a welcoming environment. Attractive displays of pupils' work reflect the good quality of the curriculum which is provided.
145. The outside play and learning areas have recently been upgraded as part of the school's remodelling programme. The playground is bordered by a landscaped garden and the playing fields are large enough to accommodate a range of sporting events. There is a nature area that has a large pond, an outside classroom and a large area for studying wild plants and flowers.
146. The management of resources is good with outstanding features. The school makes very effective, efficient and economic use of all its resources. Budgeting is closely linked to pupils' learning needs and the priorities in the SDP. The school keeps its use of resources under regular review, and the governing body carefully monitors expenditure and its effectiveness. The school offers very good value for money.

### **School's response to the inspection**

The governors and staff wish to thank the team for their courteous and professional conduct during the short inspection.

We are delighted that the inspectors have recognised the strong commitment of all staff within the school community that has resulted in a further improvement in the overall quality of its provision since the last inspection. Tenby Junior Community School stands proudly as a good school with outstanding features that gives very good value for money.

The report recognises that the leadership and strategic management of the school has contributed to the improvement in standards and provision and celebrates the high standards of teaching, with 100% of teaching being judged as good or good with outstanding features. The acknowledgement of the range and quality of experiences offered to pupils of all abilities across a rich curriculum and the fact that the highly effective inclusion programme are highlighted as outstanding features is extremely satisfying. Pupils, in turn, are seen as making a significant contribution to the life of the school and the community and in particular, the role of the school council is acknowledged as an outstanding feature of school life.

The recent Capital Build project investment, completed just three weeks prior to inspection, has transformed the school's accommodation and environment and this is now acknowledged as an outstanding feature of the school.

The quality of the self-evaluation process undertaken by the school has been confirmed and supported through the inspection process. The recommendations for further improvement have already been identified within the SDP and should lead to a refinement in current practice in order to further raise standards. The report's recommendations will be addressed in the post inspection action plan. This will be shared with all stakeholders. The governor's annual report to parents will report on the progress that is being made in each recommendation.

## Appendix 1

### Basic information about the school

Name of school	Tenby Junior Community School
School type	Junior
Age-range of pupils	7-11
Address of school	Heywood Lane Tenby Pembrokeshire
Postcode	SA70 8BZ
Telephone number	01834843248

Headteacher	Mrs J Llewellyn
Date of appointment	September 2001
Chair of governors	Cllr. Mrs C Cavill
Registered inspector	Miss D Morris
Dates of inspection	13-14 March, 2007

## Appendix 2

### School data and indicators

Number of pupils in each year group									
Year group	N	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	-	-	-	-	52	59	69	65	245

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	12	3	14.4

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	16.3:1
Pupil: adult (fte) ratio in nursery classes	-
Pupil: adult (fte) ratio in special classes	5:1
Average class size, excluding nursery and special classes	23.5
Teacher (fte): class ratio	1.44:1

Percentage attendance for three complete terms prior to inspection		
Term	KS2	Rest of school
Spring 2006	91.7%	91.7%
Summer 2006	94.8%	94.8%
Autumn 2006	94.7%	94.7%

Percentage of pupils entitled to free school meals	11%
Number of pupils excluded during 12 months prior to inspection	1

### Appendix 3

#### National Curriculum Assessment Results: End of key stage 2:

National Curriculum Assessment KS2 Results 2006			Number of pupils in Y6		77						
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher	School	0	0	0	1	0	1	10	46	42
	assessment	National	0	0	1	0	0	4	16	46	30
Welsh	Teacher	School	0	0	0	0	0	0	0	37	63
	assessment	National	0	0	0	0	1	4	17	50	26
Mathematics	Teacher	School	0	0	0	0	1	1	10	42	46
	assessment	National	0	0	1	0	0	3	14	47	33
Science	Teacher	School	0	0	0	0	1	0	5	48	46
	assessment	National	0	0	1	0	0	2	11	52	34

#### Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language) by teacher assessment

In the school	81%	In Wales	69%
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- D Pupils who are exempted under statutory arrangements from part or all of the National Curriculum  
 A Pupils who have failed to register a level because of absence  
 F Pupils who have failed to register a level for reasons other than absence  
 W Pupils who are working towards level 1

### Appendix 4

#### Evidence base of the inspection

- The inspection was undertaken by a team of four inspectors who were present in the school for 2 days. A school nominee also formed part of the inspection team.
- Pre-inspection meetings were held with the parents and the governing body to discuss the life and work of the school.
- 91 questionnaires were completed by parents and they were carefully analysed.
- Discussions were held with the headteacher, staff with specific responsibilities and support staff.
- The school's documentation was examined.
- 22 lessons were observed, as well as other parts of teaching sessions.
- Inspectors listened to pupils from the whole ability range in every year-group reading.
- Discussions were held with pupils about their work and the life of the school.
- Pupils' behaviour was observed during break-times, lunchtime and the beginning and end of school sessions.
- The inspectors attended daily acts of collective service.
- Post-inspection meetings were held with the staff and the governing body to discuss the inspection outcomes.

## Appendix 5

### Composition and responsibilities of the inspection team

<b>Team member</b>	<b>Responsibilities</b>
Miss D Morris Registered Inspector	Context, Summary, Recommendations, Key Questions 1, 2 (shared) 5, Appendices
Mr B Jones Team Inspector	Key Questions 2 (shared) 3, 6
Mr E Morgan Team Inspector	Key Questions 4, 7
Mr G Jones Lay Inspector	Contributions to key questions 1, 2, 3, 4, 7
Mr A Williams Deputy headteacher	Nominee

### ***Acknowledgement***

***The inspectors wish to thank the governors, the headteacher, staff, pupils and parents of the school for their willing co-operation during the inspection.***

### **Contractors**

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