

Ysgol Harri Tudur Henry Tudor School

Learners Today, Leaders Tomorrow Dysgwyr Heddiw, Arweinwyr Yfory

Thursday January 24th 2019

Dear Parents/Guardians and Carers,

On November 19th 2018, Estyn arrived at school for inspection week. This inspection was looking at the work and standards of the school, since the last inspection in 2012. The inspection framework was very heavily weighted towards data, standards and outcomes at KS4 especially. Estyn's role was not to inspect our new school, which we had occupied for just 10 weeks at the time of the inspection, but also the former Pembroke School's work up until the end of Summer 2018. It would have been preferable for Estyn to have inspected our school in a year's time.

We have summarised the report due to be published on 24th January 2019 for you and look forward to welcoming Estyn's return, in order to show that the range of new initiatives implemented have had the desired impact on the school.

Summary of positives from the Estyn report

- Ysgol Harri Tudur/Henry Tudor School provides a caring and supportive environment that has a positive impact on the majority of its pupils. The majority of pupils behave well around the school, enjoy their lessons and are positive about their learning. They work independently and show suitable resilience. These pupils engage well in activities, make useful contributions in class and make at least suitable progress in lessons.
- Provision for pupils who have additional learning needs is comprehensive and well organised. Overall, pupils with additional learning needs make suitable progress over time.
- Many pupils feel that the school listens to their views and makes changes as a result. Pupil subject leaders and house council members carry out their leadership roles maturely.
- Most teachers have secure subject knowledge and many foster productive working relationships with their pupils. Many teachers provide good language models. They communicate clearly and give clear instructions to pupils. These teachers establish effective routines to ensure that pupils settle quickly and are ready to learn. In the best examples, teachers provide pupils with valuable comments and follow-up tasks that indicate clearly how they can improve their work.
- The school's curriculum builds appropriately on pupils' previous learning experiences. At key stage 4, school leaders plan the curriculum effectively to meet pupils' educational needs and aspirations. There is an extensive range of academic and vocational qualifications in the sixth form. The school provides a wide range of valuable opportunities to enhance the curriculum.

Headteacher/Pennaeth:
Mrs Fiona E.J. Kite
BA(Hons), PGCE, CLT, FoCT, NPQH

**Senior Leadership Team/
Uwch Dim Rheoli**
Mrs A Andrews
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Mr B Barraclough
BA (Hons), PGCE
Mrs C Cumine
BA (Hons), PGCE, Dip Basic Skills

Mr R Ellis
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Mrs A James
BSc (Hons), PGCE

Mr J Jones
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- Daily mentor sessions provide beneficial opportunities for pupils to discuss important aspects such as tolerance and respecting diversity.
- Many teachers and support staff engage purposefully with professional learning opportunities. Whole school professional development activities address school priorities suitably. Many teachers have participated in worthwhile school-based projects to improve pupil experiences. Senior leaders work effectively with external organisations to develop professional practice across the school.
- The appointment of the new Headteacher in September 2017 was a catalyst for change. The Headteacher is working well with the school community and the new leadership team to develop the school's culture positively. There is a clear vision of high expectations for both standards and behaviour that has been shared suitably with staff, pupils, and parents. The Headteacher has a thorough understanding of the school's strengths and areas for development. Senior leaders' whole-school self-evaluation provides a comprehensive and valuable analysis of the work of the school. The school's development plan is suitably ambitious. It identifies the correct priorities, assigns responsibilities clearly and sets appropriate timescales for targets to be met.

Summary of areas to rapidly improve

- There has been a sharp downward trend in the school's performance at key stage 4 over the past four years. *(note – overall GCSE Results, but please also be aware that Welsh Government has changed what qualifications can be included in the "measures" at least twice since the last inspection)*
- A minority of pupils do not concentrate well in lessons and do not contribute to class discussions. The behaviour of a few pupils causes significant disruption in lessons and impacts negatively on other pupils' progress.
- A minority of pupils do not feel safe in school. A few pupils say that they experience bullying.
- Attendance does not compare well with that in similar schools.
- In the majority of cases, teachers do not plan lessons sufficiently well to enable pupils to make strong progress. In general, the quality of teachers' written feedback to pupils is too variable, both within and across departments.
- The self-evaluation and improvement planning work of the school has not had sufficient impact on learners' wellbeing or the standard of their work **over time**.
- Professional learning to support middle leaders is not comprehensive enough and a few teachers do not engage well enough with quality improvement and professional learning opportunities.

The full report is available at www.estyn.gov.wales/provider/6684038. Mrs Kite has also included a separate letter to you all in relation to some of the comments made in the report to advise you further.

Governors and staff are working hard to ensure Ysgol Harri Tudur / Henry Tudor School is rated excellent by Estyn in the years to come. Estyn will return on a monitoring visit in 12 to 18 months time. We look forward to welcoming them.



Mr. Paul Culyer

Chair of Governors



Mrs. Fiona Kite

Headteacher