



*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**

**Ysgol yr Hendre  
Caernarfon  
Gwynedd  
LL55 2LY**

**Date of inspection: February 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:

| <b>Judgement</b>      | <b>What the judgement means</b>   |
|-----------------------|---|
| <b>Excellent</b>      | Many strengths, including significant examples of sector-leading practice |
| <b>Good</b>           | Many strengths and no important areas requiring significant improvement   |
| <b>Adequate</b>       | Strengths outweigh areas for improvement                                  |
| <b>Unsatisfactory</b> | 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](mailto:publications@estyn.gov.uk)

This and other Estyn publications are available on our website: [www.estyn.gov.uk](http://www.estyn.gov.uk)

**This document has been translated by Trosol (Welsh to English)**

**© 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: 02/05/2013**

## Context

Ysgol yr Hendre serves an extensive area of the town of Caernarfon in Gwynedd and has pupils who come from a wide range of social backgrounds.

At present, there are 374 pupils at the school, including about 100 part-time, nursery age pupils. They are taught in 16 classes in school year groups (two classes for each year), including two nursery classes. Eighty-eight per cent of pupils speak Welsh at home. There are 16 full-time teachers, and three part-time teachers.

The percentage who receive free school meals at present is 20%. One hundred and thirteen (30%) pupils are on the additional learning needs register, and 12 of them have a statement of special educational needs.

The current headteacher has been in post for eight years. Following the retirement of the previous deputy headteacher in 2011, the school operated without a deputy until the current one was appointed at the end of the autumn term in 2012.

Since the spring term of 2012, the school has been situated in a new building.

The school was last inspected in March 2007. The individual school budget per pupil in Ysgol yr Hendre in 2012-2013 is £3,622. The maximum per pupil in primary schools in Gwynedd is £9,577 and the minimum is £2,839. Ysgol yr Hendre is in 70th position of the 102 primary schools in Gwynedd in terms of school budget per pupil.

## Summary

|   |                       |
|---|-----------------------|
| <b>The school's current performance</b>       | <b>Adequate</b>       |
| <b>The school's prospects for improvement</b> | <b>Unsatisfactory</b> |

### Current performance

The school's general performance is adequate because:

- in general, pupils make appropriate progress during their time at the school;
- pupils' literacy skills in Welsh and English are good;
- standards of oral Welsh are particularly strong;
- standards of wellbeing are good;
- the school provides a wide range of suitable learning experiences; and
- the quality of teaching is generally good throughout the school.

However:

- pupils do not develop into sufficiently independent learners;
- teachers' use of methods of teaching skills is inconsistent across the school;
- there is no consistency in the way in which teachers respond to pupils' work in their books;
- the school does not use standardised tests effectively to track pupils' progress as they move through the school and to support teachers' assessments;
- in key stage 2, planning is not co-ordinated enough, nor does it allow pupils to build systematically on knowledge, understanding and skills as they move through the school; and
- there are not enough opportunities for pupils to discuss how to improve their work.

### Prospects for improvement

Some good features were identified:

- the headteacher's and deputy headteacher's vision focuses on improving pupils' wellbeing;
- governors understand their roles and responsibilities and are supportive of the school; and
- staff have worked hard to ensure continuity in pupils' education when moving to a new building.

However, the school's prospects for improvement are judged as unsatisfactory because:

- leaders do not communicate their vision well enough to staff and other stakeholders;
- there is not enough emphasis on improving standards in staff meetings, management team meetings and governors' meetings;

- not all members of the management team understand their strategic role across the school;
- the school does not have a culture of self-evaluation as a routine part of work across the school;
- the school has not responded fully to some of the recommendations of the last inspection;
- neither leaders nor teachers analyse data robustly in order to identify priorities for improvement; and
- the school development plan is not useful to leaders or staff as an effective tool for ensuring improvement.

## Recommendations

- R1 Plan purposefully to ensure progression and progress in pupils' knowledge, understanding and skills throughout the school
- R2 Ensure that assessment processes track pupils' progress throughout the school
- R3 Develop a complete systematic process for self-evaluation, based on a wide range of robust quantitative evidence
- R4 Ensure a school improvement plan that is based firmly on the outcomes of the self-evaluation process
- R5 Ensure whole-school strategic responsibilities for school leaders
- R6 Implement statutory requirements for Performance Management

### What happens next?

In line with the Education Act 2005, HMCI is of the opinion that this school is in need of significant improvement. The school will produce an action plan that shows how it will address the recommendations. Estyn will monitor the school's progress about 12 months after publication of this report.

## Main findings

### Key Question 1: How good are outcomes?

Good

#### Standards: Good

In general, pupils make good progress during their time at Ysgol yr Hendre. The work of the majority of pupils in work books and in learning sessions reaches standards that are commensurate with their ability and age. The most able pupils do not always achieve to the standard that could be expected of them.

Pupils develop into effective independent learners in the Foundation Phase, and to a lesser extent in key stage 2. They do not always make decisions about their own learning, nor are they sure about how to improve their work.

Pupils' literacy skills in Welsh and English are good. Nearly all pupils of all ages use wide and varied subject and general vocabulary fluently and confidently when discussing their work. Standards of oral Welsh are especially strong.

Many pupils read effectively to glean information across the curriculum. They read accurately and fluently and the majority use intonation of voice well to convey meaning when they read aloud.

Pupils can write in a wide range of forms in subjects across the curriculum. They present their work increasingly correctly and neatly, and they punctuate and paragraph effectively by the time they reach the top end of key stage 2.

Results of teachers' assessments at the end of the Foundation Phase in 2012 are not as good as averages for the family of schools and for Wales. In comparison with results for similar schools in terms the percentage of pupils who are entitled to free school meals, the school is in the bottom 50% in Language and Literacy Development, Mathematical Development and the Foundation Phase indicator. In Personal and Social Development and Wellbeing, the school is in the bottom 25%.

Results of teachers' assessments at the end of key stage 2 during the last five years have been higher than the averages for the family of schools and for Wales. The results for all subjects, and the core subject indicator, were a little lower in 2012, following an increase for four years. In comparison with similar schools in terms of the percentage of pupils who are entitled to free school meals, the school is consistently in the top 25% or 50%.

Although girls achieved higher than boys in 2012 in Welsh and English in key stage 2 and in personal and social development and wellbeing in the Foundation Phase, there is no consistent pattern of underachievement among boys.

The few pupils who speak a language other than Welsh or English at home are making consistent and appropriate progress.

Pupils who have additional learning needs generally make appropriate progress against their targets. In the majority of learning sessions, they respond well when teachers set suitable targets for them.

## **Wellbeing: Good**

Most children have a good awareness of the importance of fitness and healthy food to living life. Children feel safe at the school and are proud of their work there.

Pupils are happy and feel safe at the school. They enjoy opportunities to take physical exercise during lessons and in various clubs during the lunch hour and after school. They are proud of opportunities to represent the school in different sports competitions.

Pupils are welcoming to visitors, and show appropriate courtesy in all situations. They are very caring towards each other, and show a high level of respect. Most pupils' behaviour is particularly good in lessons and around the school. Nearly all pupils show a very positive attitude to learning. They concentrate well when working on their tasks and co-operate well together.

Members of the school council and the eco council operate appropriately, and take a leading part in a number of activities. They feel that the school listens to their voice. Pupils enjoy taking part in assemblies and other public events.

Attendance levels have shown a consistent increase over time, although there was a small drop in 2012. Over a period of four years, the school has been among the top 50% of similar schools in terms of the percentage of pupils who are entitled to free school meals.

|   |                 |
|---|-----------------|
| <b>Key Question 2: How good is provision?</b> | <b>Adequate</b> |
|---|-----------------|

## **Learning experiences: Adequate**

On the whole, the school provides a wide range of suitable learning experiences that meet most pupils' needs. In the Foundation Phase, planning for developing learning areas is robust and effective, and teachers and assistants co-operate effectively to realise this. Teachers in key stage 2 are beginning to develop effective processes to plan the curriculum but they have not had enough time to have a full influence on pupils' progress. Although there is good co-operation within the same school year, planning is not co-ordinated enough, nor does it allow pupils to build systematically on knowledge, understanding and skills as they move through the school.

Provision in the Foundation Phase for skills is good. Provision in key stage 2 does not always ensure that pupils acquire literacy, communication and numeracy skills systematically. Provision to develop independent learning skills and thinking skills are beginning to receive appropriate attention and they manifest themselves in the school's daily life and in pupils' work.

The school provides effective opportunities for developing an understanding of global citizenship, mainly through studying other countries as part of the curriculum. Children on the ECO committee have suitable opportunities to discuss enterprise and the need to care for the environment and the diverse and sustainable world in which they live.

Provision for the Welsh language and the Welsh dimension is being developed strongly across the school.

## **Teaching: Adequate**

In most lessons, teachers have good subject knowledge and they provide a good variety of stimulating activities. There is a good working relationship with pupils and the pace of lessons is suitable. Teachers question skilfully to move learning forward and they are good language models. They refer to previous learning to promote progression in learning. In the majority of lessons, there are suitable activities for the range of pupils. Teachers' classroom management is effective. In the few lessons where teaching was not as good, teachers did not differentiate sufficiently and there was not effective use of learning support staff.

Teachers' use of methods of teaching skills is inconsistent across the school, and as a result there is little evidence that pupils develop into independent learners over time.

Teachers and support staff know pupils well as individuals. There is no consistency in the way in which teachers respond to pupils' work in their books. Assessment for learning strategies are developing well across the school. Teachers use success criteria to help pupils to identify good features in their work, but there are not enough opportunities for pupils to discuss how to improve it.

A new system for tracking pupils' progress is in place, but it is too early to measure its effect on pupils' outcomes. The school does not use standardised tests effectively to track pupils' progress as they move through the school and to support teachers' assessments.

Reports to parents meet requirements.

## **Care, support and guidance: Good**

Arrangements for promoting and developing health and wellbeing are good.

Class assemblies provide opportunities for pupils to reflect upon and discuss moral and spiritual issues and behaviour and values, and the weekly prize-giving assembly is developing an ethos of pride and respect among pupils.

Guidance from key agencies supports assistance for vulnerable pupils. Pupils benefit from support from services such as the education psychologist, speech and language therapists, and teachers who specialise in hearing and sight. The school's arrangements for safeguarding pupils meet requirements and they are not a cause for concern.

There is appropriate support for pupils who have additional learning needs and they are included fully in all aspects of the school's curriculum. On the whole, they receive appropriate support within the classroom but the school does not offer enough intervention strategies to meet the specific needs of all pupils. Individual education plans are in place for specific pupils but targets that are set for them are not always measurable enough to track their progress effectively.



## **Learning environment: Good**

This new school's physical environment is of high quality. However, the nearby playing field has not been made secure and this limits its use. The school has enough learning resources of high quality. The yard is of a good size and it is used and managed effectively.

The school is an inclusive and caring community in which pupils feel happy and safe. The school's homely, welcoming ethos ensures that pupils get along well in formal and informal situations.

Pupils are encouraged to show respect and care for themselves and for others, and this helps them to develop a good relationship with their peers and with the school's staff. All pupils have full access to the curriculum.

Respect for diversity and racial equality are promoted successfully through classroom activities, personal and social education programmes, and religious education. School assemblies also contribute constructively to this element.

|  |                       |
|--|-----------------------|
| <b>Key Question 3: How good are leadership and management?</b> | <b>Unsatisfactory</b> |
|--|-----------------------|

## **Leadership: Unsatisfactory**

The headteacher and staff have been through an unstable period over the last two years. Governors appointed a new deputy headteacher in January 2013, after a period of operating without one. The school moved into a new building a year ago and staff have worked hard to ensure continuity of education for pupils.

The headteacher's and deputy headteacher's vision focuses on pupils' wellbeing but they have not communicated their vision well enough to staff and other stakeholders. There is not enough emphasis on improving pupils' standards and outcomes in staff meetings, management team meetings or governors' meetings.

The school has a very new management structure, which has reorganised roles and responsibilities. In general, members of the team do not understand their strategic role across the school and, to date, they have not had an effect on pupils' outcomes nor on provision across the school. Leaders' expectations of them are not high enough.

On the whole, governors understand their roles and responsibilities, and they are supportive of the school. However, the governing body does not challenge the school enough, in order to stimulate improvement in standards.

In general, leaders and governors respond to national and local priorities appropriately. Staff focus suitably on literacy and numeracy skills in lessons. The Foundation Phase has been developed effectively in the new building. However, not all pupils have enough of an opportunity to work in the outdoor area.

### **Improving quality: Unsatisfactory**

The self-evaluation report is a suitable document on the whole and the headteacher has shared the report appropriately with governors. Staff and governors have discussed this report and have adapted it appropriately. However, the school does not have a culture of self-evaluation that is a routine part of the school's everyday work and the school has not responded fully to some of the recommendations of the last inspection.

Although leaders observe lessons and discuss pupils' work with teachers, they do not co-ordinate self-evaluation activities effectively enough. They do not use information that is available to identify shortcomings. Neither leaders nor teachers analyse data robustly in order to identify priorities for improvement. Not enough attention is paid to the opinions of staff, governors, parents and pupils.

There is no obvious link between self-evaluation and the development plan. The development plan does not focus well on the school's most important priorities and it is not detailed enough. For example, it does not refer in detail to the outcomes of monitoring, it is not obvious who is responsible for leading or monitoring targets, and success criteria do not focus on raising children's standards. As a result, it is not useful to leaders or staff as an effective tool for ensuring improvement.

Staff have visited other schools recently to see good practice in order to support changes regarding leadership and aspects of the Foundation Phase. These visits are beginning to have a positive effect on planning for the future.

### **Partnership working: Good**

The school has suitable strategic partners. There is a good relationship with the majority of parents and the school has begun to develop closer links with the local community as they established the new school within it.

Parents come to assist in order to make improvements to the school's outdoor area. The curriculum is enriched appropriately by visits by a number of visitors and links with various charities and agencies promote pupils' wellbeing well. They all contribute extensively to enriching provision and improving pupils' outcomes.

The school co-operates with primary and secondary schools in the area to moderate assessments in key stage 2 but this has not been evaluated sufficiently to have an effective influence on internal assessments.

The school co-operates well with the local secondary school in order to prepare older pupils appropriately for the next stage in their education. It works well with local colleges to provide a beneficial setting for pupils who are training to be teachers. It also continues to work closely with the authority's education service in order to improve the service.

### **Resource management: Adequate**

The headteacher and governors manage their resources appropriately. The governing body and the finance sub-committee meet regularly. With the support of the authority's finance officer, they monitor the budget appropriately and the school's financial situation has improved significantly over time.

The school does not respond to statutory requirements for performance management. As a result, it is not obvious to what extent training and professional development opportunities have had a positive effect on improving provision and standards.

The school has enough teaching staff and support staff. However, support staff are not always used effectively enough to support teaching and learning in key stage 2. Arrangements for the extended management team are expensive and, to date, it is not clear how effective they are.

Because of this and because most pupils are making suitable progress and attaining appropriate achievements, the school provides adequate value for money.

## Appendix 1

### Commentary on performance data

Results of teachers' assessments at the end of the Foundation Phase in 2012 are not as good as results for the family and for Wales. In comparison with the results for similar schools in terms of the percentage of pupils who are entitled to free school meals, the school is in the bottom 50% in Language and Literacy Development, Mathematical Development and the Foundation Phase indicator. In Personal and Social Development and Wellbeing, the school is in the bottom 25%.

In previous years, under the system of teachers' assessments at the end of key stage 1, the school compared more favourably with the family of schools, Wales and similar schools in terms of the percentage of pupils who are entitled to free school meals. The school was consistently higher than the averages for the family and Wales, and is consistently among the top 50% of similar schools. This suggests that 2012 does not match the previous pattern.

Results of teachers' assessments at the end of key stage 2 during the last five years have been higher than the averages for the family of schools and Wales. Results for all subjects and the core subject indicator were a little lower in 2012, following an increase over four years. In comparison with similar schools in terms of the percentage of pupils who are entitled to free school meals, the school is consistently in the top 25% or 50%. Although results showed a decline in 2012, the school continues to be in the top 50% in relation to all core subjects, and the core subject indicator.

Although girls achieved higher than boys in 2012 in Welsh and English in key stage 2 and in personal and social development and wellbeing in the Foundation Phase, there is no consistent pattern of underachievement among boys.

The few pupils who speak a language other than Welsh or English at home make consistent and appropriate progress.

Pupils who have additional learning skills make appropriate progress against their targets, on the whole. In the majority of learning sessions, they respond well when teachers set suitable tasks for them.

## Appendix 2

### Stakeholder satisfaction report

#### Responses to learner questionnaires

Ninety-seven questionnaires were received from school pupils. The response is very positive in general, and is close to the average across Wales.

Pupils all say:

- that the school teaches them how to keep healthy.

Nearly all pupils say:

- that they feel safe at school;
- that teachers and other adults at the school help them to learn and make progress;
- that they know to whom to speak if they are worried about something; and
- that they know what to do and to whom to speak if the work is difficult.

Most pupils say:

- that the school deals well with any bullying;
- that there are enough books, equipment and computers for them to do their work
- that there are many opportunities for them to take physical exercise at school; and
- that homework helps them to understand and improve school work

Many pupils say:

- that they are doing well at school;
- that nearly all children behave well at play time and lunch time; and
- that other children behave well so that they are able to do their work.

#### Responses to parent questionnaires

Forty-six parents responded to the questionnaires. Responses are positive on the whole and compare closely with the responses for schools across Wales.

All parents say:

- that their children like school;
- that their children had support to settle in well when they started at the school; and
- that their children are safe at school.

All parents say:

- that they are satisfied with the school in general;
- that their children are making good progress at school;
- that teaching is good;
- that staff expect their children to work hard and to do their best;
- that staff treat all children fairly and with respect;
- that their children are encouraged to be healthy and take regular physical exercise;
- that the school helps their children to be more mature and to shoulder responsibility; and
- that the school is well run.

Most parents say:

- that pupils behave well at school;
- that homework builds well on what pupils learn at school;
- that they feel comfortable about asking a question, making suggestions and identifying problems;
- that their children are prepared well for moving on to the next school; and
- that there is a good variety of activities, including trips and visits.

Many parents say:

- that their children have appropriate additional support when they have specific individual needs;
- that they receive regular information about their children's progress; and
- that they understand the school's system for dealing with complaints.

## Appendix 3

### The inspection team

|                 |                     |
|-----------------|---------------------|
| Terwyn Tomos    | Reporting Inspector |
| Sarah Morgan    | Team Inspector      |
| Carolyn Thomas  | Team Inspector      |
| Dylan Jones     | Lay Inspector       |
| Gwyn Jones      | Peer Inspector      |
| Arwel Wyn Jones | School Nominee      |

## Copies of the report

Copies of this report are available from the school and from the Estyn website ([www.estyn.gov.uk](http://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.