



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

**Hendy C.P. School
Iscoed Road
Hendy
Pontardulais
SA4 0XD**

Date of inspection: February 2012

by

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



During each inspection, inspectors aim to answer three key questions:

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

Inspectors also provide an overall judgement on the school's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

Judgement	What the judgement means
Excellent	Many strengths, including significant examples of sector-leading practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh areas for improvement
Unsatisfactory	Important areas for improvement outweigh strengths

The report was produced in accordance with Section 28 of the Education Act 2005.

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Context

Hendy C.P. School is in the village of Hendy near Llanelli, Carmarthenshire, and serves the village and the immediate area.

There are 166 pupils aged between three and 11 years of age on the school register, including 14 nursery pupils.

The school considers its catchment area to be neither prosperous nor economically disadvantaged. Around a quarter of the pupils are entitled to receive free school meals, which is above the Wales average. Seventeen per cent of the pupils have additional learning needs, which is lower than the national average. Two pupils have statements of educational needs.

Twenty per cent of pupils come from Welsh speaking homes. The school provides education through the medium of Welsh or English in two separate streams. There are four classes in the Welsh stream and four in the English stream. Pupils in the English stream learn Welsh as a second language. The school has no 'looked after' children or pupils learning English as an additional language.

The individual school budget per pupil for Hendy C.P. School in 2011-2012 means that the budget is £3,427 per pupil. The maximum per pupil in the primary schools in Carmarthenshire is £18,947 and the minimum is £3,114. Hendy C.P. School is 70th out of the 110 primary schools in Carmarthenshire in terms of its school budget per pupil.

Summary

The school's current performance	Good
The school's prospects for improvement	Unsatisfactory

Current performance

The current performance of the school is good because:

- pupils across the school make good progress;
- the overall quality of teaching is good throughout the school;
- provision for pupils with special educational needs is good;
- pupils' attitudes to learning are good and the behaviour of most pupils is very good; and
- the teaching and support staff have a very strong working relationship with the pupils.

Prospects for improvement

The school's prospects for improvement are unsatisfactory because:

- many aspects of leadership and management are weak;
- processes to identify the school's strengths and areas for development are not embedded in the life and work of the school;
- school improvement planning is ineffective;
- there has been limited progress in implementing the recommendations from the previous inspection report;
- safeguarding and performance management procedures do not meet statutory requirements; and
- the governing body's procedures for holding the school to account are underdeveloped.

Recommendations

In order to improve, the school and the governing body need to:

- R1 immediately address discrepancies in school safeguarding and performance management procedures to meet statutory requirements;
- R2 improve the quality of leadership and management at all levels;
- R3 establish rigorous systems to evaluate the school's strengths and weaknesses and improve school development planning and its monitoring;
- R4 develop the governing body's ability to hold the school to account;
- R5 ensure consistency in assessment for learning throughout the school in accordance with best practices observed;
- R6 develop more opportunities for extended writing across the curriculum;
- R7 continue to develop provision for more able and talented pupils; and
- R8 improve standards of cleanliness, interior decoration and furnishing throughout the school.

What happens next?

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

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

In 2011 at key stage 1, pupils' performance at the expected levels in English, mathematics and science was higher than the family of schools average and placed the school in the lower 50% in comparison with similar schools. Performance levels in Welsh were slightly lower than the family average and in the bottom 25% of those for similar schools.

The percentage of pupils performing at a higher than expected level in Welsh is slightly higher than the family average. In English, mathematics and science, the performance is significantly lower than the family average. No pupils gained the higher level in English in 2011. When compared to that of similar schools according to free-school-meal benchmarks, performance in all the subjects has been consistently in the lower 50% in key stage 1 over the last four years.

In key stage 2 in 2011, the performance at the expected level in English, Welsh and mathematics was higher than the family of schools average and placed the school in the upper 50% in comparison with similar schools. Performance levels in science were slightly lower than the family average, but still in the upper 50% when compared to those of similar schools.

The percentage of key stage 2 pupils performing at a higher than expected level in mathematics was higher than the family average in 2011. Welsh, English and science performance was lower than family averages. No pupils gained the higher levels in Welsh or Science in 2011, and no boys gained the higher level in English.

In key stage 1, there are no significant differences in the performances of boys and girls. However, boys have performed better than girls in mathematics at the higher levels in three out of the last four years.

In key stage 2, there are no significant differences in the performances of boys and girls in English and Welsh. Boys have outperformed girls in mathematics for three out of the last four years at the expected and higher level and in science at the higher level.

Scrutiny of books and lesson observations shows that most pupils are achieving good standards across the school in Welsh as a first and second language, English, mathematics and science.

Pupils entitled to free school meals generally achieve well, especially in key stage 1. Pupils with special educational needs make good progress towards achieving the targets set for them.

In nursery and reception, pupils' oral and literacy skills develop well. From an early age, pupils use their phonic knowledge to sound out new words and become

increasingly confident as readers as they move through the Foundation Phase. Pupils develop their writing skills effectively and are able to write longer pieces toward the end of the Foundation Phase.

In older classes, most pupils respond well in oral work, speaking naturally and confidently in various contexts. Most pupils have reading skills appropriate to their age and ability. Many key stage 2 pupils can discuss favourite authors or previous books they have read and can explain what they like about them. All less able readers were able to use word building strategies independently to tackle difficult words. Pupils' written work shows good progression. Older pupils can write confidently within a wide range of written contexts, using punctuation accurately.

Wellbeing: Good

All pupils feel safe in school and know whom to talk to if they have concerns.

Most pupils understand the importance of having healthy lifestyles. Sport and physical activity play a prominent part in the school, including visits by individuals from the world of sport. Pupils undertake responsibilities well; for example, older pupils run the school fruit shop and act as playtime monitors following training as play leaders.

Many pupils work well independently in groups or teams to solve problems. Many older pupils understand what they need to do to improve their work, but most are not sufficiently involved in contributing to planning what they learn.

The school has strong links with the community. The school council and eco-council play an active part in the life of the school. Pupils involved are confident that their voice is being heard.

Attendance has risen slightly in the past two years but at 92% it is still low, with the school being in the lower 50% of similar schools for the last four years. Most pupils are punctual.

Key Question 2: How good is provision?	Adequate
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Learning experiences: Adequate

Overall, the school plans the curriculum effectively. Teachers provide pupils with interesting and stimulating learning experiences and in many instances collaborate well to ensure consistency in provision for classes of the same age groups. However, in a minority of year groups, there is not enough collaboration between the classes, and the content and standard of provision are inconsistent.

The procedures for identifying and challenging more able pupils are underdeveloped.

In the majority of lessons, teachers provide good opportunities to develop pupils' oracy, reading and numeracy skills. However, the provision for developing pupils' writing and information and communication technology is inconsistent. Overuse of worksheets in a minority of classes restricts pupils' opportunities to write extensively across the curriculum.

There is suitable provision for the Cwricwlwm Cymreig and global citizenship within the school. There are good opportunities for pupils to develop their understanding of sustainability. For example, pupils are active in improving the school environment and there are numerous garden areas within the school grounds. Pupils from Year 2 onwards attend a suitable range of after school sports and cookery clubs, which is having a good impact on their health and wellbeing.

Teaching: Good

There are positive relationship between staff and pupils and this contributes to the enthusiasm for learning displayed by pupils in nearly all lessons. There is a calm and orderly environment in almost all classes, and this helps pupils to remain on task and concentrate for extended periods during activities. Teaching assistants contribute well to support pupils' learning.

In many lessons, teaching is good. Teachers plan effectively to meet the needs of different groups of pupils. However, in a minority of classes, tasks do not challenge the more able sufficiently well. Presentations are stimulating, learning objectives are clear and effective use is made of questioning to ensure that pupils are actively involved in their learning. Many classes use assessment for learning strategies effectively. Good written and oral feedback alongside individual targets helps pupils to improve their work. In a few classes, these strategies are at an early stage of development.

The school has effective policies and procedures for assessing and recording pupils' progress. Pupils' progress is tracked carefully using extensive data. Pupils' individual records contain useful information teachers to plan for pupil development and support. Reports to parents are good.

Care, support and guidance: Unsatisfactory

The school has a caring and friendly atmosphere. Relationships between children and adults are good and based on respect and courtesy. Children feel safe and know what to do if incidents of bullying should arise.

Effective arrangements exist to promote pupils' health and wellbeing. Learning experiences promote pupils' personal development well, including their spiritual, moral, social and cultural development.

There are effective partnerships with the local authority, Social and Health Services and the Police Liaison Officer, all of which offer appropriate support to the school and pupils.

The provision for pupils with additional learning needs is good. There are robust procedures in place to identify and address concerns regarding pupils' progress and to inform parents of pupils' Individual Education Plans. However, opportunities for parents to contribute to the review of the plans are inconsistent. The Additional Learning Needs Co-ordinator and teaching assistants provide good support, with activities well matched to pupils' needs.

The school has recently revised its safeguarding policy, but the governing body has not yet ratified it and staff do not know about the key changes to the policy. Procedures for safeguarding are unsatisfactory as the majority of staff have not received up to date training and are unaware of the correct procedures to follow.

Learning environment: Adequate

The school is an inclusive community with a strong caring ethos. Pupils are able to access all areas of the school's provision and show respect for diversity.

Classroom displays are colourful and stimulating and develop pupils' learning well. The school has a satisfactory range of resources to enrich teaching and learning, although some are in poor condition.

The school grounds are extensive and fairly well maintained, and provide an appropriate environment for play and learning. However, the cleanliness of the interior of the school is unsatisfactory. Much of the internal fabric and furniture within the school is in poor condition.

Key Question 3: How good are leadership and management?	Unsatisfactory
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Leadership: Unsatisfactory

The school does not have a coherent and agreed strategic vision. As a result, staff are unclear about their roles and areas of responsibilities and have limited knowledge of the school's priorities. Senior managers rarely hold formal staff meetings and do not sufficiently support and challenge everyone to do their best. The school does not have an appropriate process for managing performance and responsibilities are not shared between the senior management team. The process has not focussed enough on scrutinising first hand evidence and, as a result, the senior management team do not know well enough the strengths and weaknesses of the school. Neither has the process securely identified whether all teachers meet their performance targets.

The governing body has recently benefited from the guidance given by the newly appointed chair of governors and, as a result, they are beginning to be aware of the school's strengths and areas for development. However, their monitoring role is still an early stage of development. Presently they do not receive enough information from the headteacher to help guide the strategic direction of the school or to challenge the leadership rigorously enough. In addition, they have not ensured that child protection procedures are clear or adhered to within the school.

The successful implementation of the Foundation Phase and involvement with professional learning communities are examples of the school's success in meeting local and national priorities.

Improving quality: Unsatisfactory

The school's self-evaluation processes are underdeveloped. The senior management team have started analysing data at the end of Year 2 and Year 6, but

they do not do enough direct classroom observations or scrutinise pupils' work across the school. As a result, they have a limited understanding of pupils' standards in individual subjects.

While the self-evaluation report has identified a number of suitable priorities, it is not accurate enough in many of its judgments. This shows that the leaders do not know their school well enough.

The school development plan is an ineffective tool to drive the school forward. It does not include a review of the previous plan and lacks any meaningful quantifiable targets. This limits the governing body's ability to hold the school to account and hinders their role as critical friends of the school.

The school has made limited progress in addressing the recommendations made in the last inspection report. The senior management team have not reviewed the progress made against the previous recommendations well enough.

The school works well with other primary schools and two secondary schools in the catchment area through professional learning communities. However, it is too soon to see the impact of this work on pupil outcomes. Within the school, staff do not yet share best practice or their professional knowledge as successfully as they could to ensure that assessment for learning strategies are effectively integrated into all classes.

Partnership working: Good

The school works effectively with a range of partners and this helps to enrich and support pupils' learning and wellbeing.

A good relationship exists with the parents and they raise money to buy additional resources. Strong partnerships are in place between the school, local authority and the local Menter Iaith. These partnerships offer Welsh courses to parents and help them develop numeracy skills in order to support their children in their school work.

The school works well with staff from the pre-school setting, cluster schools and the local secondary school to plan activities that ensure good transition arrangements and continuity of learning. Staff and pupils at the school benefit from the links with Trinity St David's University, by receiving trainees on teacher training placements.

There are close links with the local community and the chapels, and these have a positive influence on the quality of pupils' experiences and help form a close community bond.

Resource management: Adequate

The school has an appropriate number of suitably qualified staff who, on the whole undertake their work effectively. Teachers and support staff cooperate well to deliver the curriculum. However, leaders do not manage staff well.

Overall, teachers use their planning, preparation and assessment time purposefully.

The school uses the specialisms of staff well in order to support curriculum areas and special needs.

The management of the school building is unsatisfactory. There is a lack of rigour in the day-to-day upkeep of the building, which is having a negative effect on the quality of the learning environment for pupils and staff.

The school effectively links its financial resources to priorities for raising standards and improving provision through the school development plan. As a result, the school offers good value for money.

Appendix 1

Commentary on performance data

In key stage 1, the percentage of pupils gaining level 2 in the core subject indicator has been higher than family of schools average for the last four years and higher than the all-Wales average until 2011.

The performance in English at level 2 has been higher than the family of schools and Wales averages for the last four years. The performance in Welsh at level 2 has been higher than the family of schools average for the last four years and higher than the all-Wales average until 2011. The performance in Welsh oracy and writing was slightly lower than family and national averages for 2011, with reading higher. Oracy performance was also slightly lower than family and national averages for English in 2011, with both reading and writing higher.

In mathematics, performance has been higher than the family of schools average for the last four years and higher than the all-Wales average until 2011.

In science, performance has been higher than the family of schools average for the last four years and higher than the all-Wales average in 2008 and 2010.

In comparison with schools with similar percentages of pupils eligible for free school meals, the results for key stage 1 in 2011 placed the school in the lowest 25% of schools in Welsh, and in the lower 50% in English, mathematics and science.

The percentage of pupils performing at level 3 in Welsh has compared favourably with family averages for the past four years but has been lower than the all-Wales average for the past three years. In English, percentages were higher than family and national averages in 2009 and 2010, but lower in 2008 and 2011. In mathematics, performances have been lower than the family and national averages for three out of the last four years.

In science, performance has been lower than the family average for three out of the last four years and lower than the national average for the last four years, including 2011.

There are no significant differences in the performances of boys and girls at level 2, except that boys underperformed in comparison with the family in English oracy and reading in 2011. Also, at level 3, boys have outperformed girls in mathematics for three out of the last four years, including 2011.

In key stage 2, the percentage of pupils gaining level 4 in the core subject indicator has been higher than family of schools and all-Wales' averages for the last three years.

The performance in English at level 4 has been higher than family of schools and Wales' averages for the last three years. The performance in oracy was slightly lower than family and national averages for 2011, with reading and writing higher.

The performance in Welsh was higher than the family average until 2011 and has been higher than the all-Wales average for the last four years. The performance in oracy was slightly lower than family and national averages for 2011, with reading and writing higher.

In mathematics, performance was higher than the family average until 2011 and has been higher than the all-Wales average for the last four years.

In science, performance was higher than the family average in 2009 and 2010 and has been higher than the all-Wales average for the past three years.

In comparison with schools with similar percentages of pupils eligible for free school meals, the results for key stage 2 place the school in the highest 25% of schools in mathematics and the higher 50% in Welsh, English and science.

The percentage of pupils performing at level 5 in Welsh and English has been lower than the family and Wales averages in three out of the past four years. No pupils have gained level 5 in Welsh in the past two years; no boys gained level 5 in English in 2011.

In mathematics, performance has been higher than the family and national averages for two out of the last four years, including 2011. In science, performance has been lower than the family and the national average for three out of the last four years, with no pupils gaining level 5 in 2011.

There are no significant trends in the performances of boys and girls in English and Welsh. However, boys have outperformed girls in mathematics for three out of the last four years in mathematics at level 4 and level 5 and in science at level 5.

The progress made by pupils eligible free school meals varies. Pupils at key stage 1 are making slightly better progress than those in key stage 2. Pupils with additional learning needs generally make good progress in accordance with their ability.

Appendix 2

Stakeholder satisfaction report

Twelve parents or carers completed the questionnaire.

All parents feel that their child likes the school, is making progress and settled well when he/she started in school. All parents also feel that their child is safe at school and that they are encouraged to be healthy and take regular exercise.

Most parents believe that the staff treat the children with respect and that they expect their child to work hard and do his/her best. Most agree that the school helps their child become more mature and take on responsibility and that their child receives additional support in relation to any additional needs. Most feel that they understand the school's procedure for dealing with complaints.

Many parents express overall satisfaction with the school; they feel that the school is well run and that they are kept well informed about their child's progress. Many also believe that children behave well in school, that the teaching is good and that homework builds well on what their child learns in school. Many feel that there is a good range of activities including trips and visits and feel comfortable about approaching the school with questions, suggestions or a problem.

Responses to learner questionnaires

Seventy-nine pupils in key stage 2 completed the questionnaire.

All pupils feel safe in school and know whom to talk to if they have concerns. Nearly all pupils feel that the teachers and adults in the school help them make progress; they know what to do and whom to ask if they find work hard and also that the school helps them to keep healthy.

Most pupils believe that they are doing well in school and that they have enough books, equipment and computers to do their work.

Many pupils express that they get many chances to do regular exercise, that the school deals well with any bullying and that homework helps them to understand and improve their work in school. Many feel that nearly all pupils behave well at playtime and lunchtime and that other children behave well and that they can get their work done in class. The responses to the learner questionnaires are generally in line with responses nationally.

Appendix 3

The inspection team

Stella Gruffydd	Reporting Inspector
Maldwyn Pryse	Team Inspector
Tudur Williams	Lay Inspector
Sian Hart	Peer Inspector
Mr Harries (Headteacher)	School Nominee

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.uk)

Under the Independent School Standards (Wales) Regulations 2003, the school must provide copies of the report to all parents of the school. Where a pupil is subject to placement by a local authority, a copy of the report should be sent by the school to each relevant authority.

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' (FPR) refers to the year group of pupils in a primary school who reach the age of five during the academic year. FYear 1 refers to the year group of pupils who reach the age of six 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	FPR	FPY1	FPY2	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 four key stages cover the following year groups:

Foundation Phase	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

National Curriculum

Expected National Curriculum levels

- By the end of the key stage 1, at the age of seven, learners are expected to reach level 2 and the more able to reach level 3.
- By the end of the key stage 2, at the age of eleven, learners are expected to reach level 4 and the more able to reach level 5.

Core subject indicator in all key stages

The core subject indicator relates to the expected performance in English or Welsh first language, mathematics and science, the core subjects of the National Curriculum. Learners must gain at least the expected level in either English or Welsh first language together with mathematics and science to gain the core subject indicator.

All-Wales Core Data sets

Schools and local authorities may refer to performance relative to their family of schools. These families of schools have been created to enable schools to compare their performance to that of similar schools across Wales. Families include schools with similar proportions of pupils entitled to free school meals, living in 20% most deprived areas of Wales, having special education needs at school action plus or statemented and with English as an additional language acquisition less than competent.