



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

**Hendreforgan Community Primary School
Hendreforgan
Gilfach Goch
Rhondda Cynon Taff
CF39 8UH**

Date of inspection: October 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

Hendreforgan Primary is a community school for boys and girls aged from three to 11 years. There are 194 pupils on roll, including 42 children aged under five. There are eight classes in the school. The school is in Gilfach Goch, a large residential village to the south west of Porth in the Ogwr Fach valley. The village has a mix of privately owned and rented homes. Almost 43% of pupils are entitled to free school meals. This is about twice the national average. About 23% of pupils join or leave the school throughout the year. The local authority 'looks after' a small number of pupils. Nearly all pupils are white British in terms of their ethnicity. English is the first language in nearly all homes. No pupils speak Welsh as their first language.

The school has identified around 17% of pupils as having special educational needs (SEN). No pupils have a statement of special educational need. A further 16% of pupils receive extra support in learning basic skills.

The school was last inspected in 2006 and then, because it had been identified as requiring improvement, was re-inspected in 2007. The accommodation has been extended and refurbished but the number on roll has reduced significantly in recent years.

The individual school budget per pupil for Hendreforgan Primary School in 2011-2012 means that the budget is £3,451 per pupil. The maximum per pupil in the primary schools in Rhondda Cynon Taf is £6,499 and the minimum is £2,788. Hendreforgan Community Primary School is 51st out of the 114 primary schools in Rhondda Cynon Taf in terms of its school budget per pupil.

Summary

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

Current performance

The school's current performance is good because:

- most pupils make good progress and achieve well, often from a low starting point;
- most pupils' attitudes to learning are positive and almost all behave well;
- the curriculum is structured carefully and matched well to the needs of most pupils;
- literacy is planned very thoroughly and consistently in every class;
- the overall quality of teaching is good;
- the quality of assessment is extremely thorough for every pupil as is the monitoring of their progress;
- care, support and guidance are meticulous and detailed and the school is highly inclusive;
- strategic leadership and management are good; and
- partnerships with other schools, the local authority and the community are widespread and have a beneficial impact on pupils' standards.

Prospects for improvement

The school's prospects for improvement are good because:

- senior leaders and governors provide strong leadership and share a vision for improvement with staff, parents, pupils and governors;
- many aspects of the school, especially the quality of teaching, have improved steadily over the last four years;
- thorough self-evaluation processes, including rigorous monitoring and evaluation of teaching and standards, lead to accurate judgements about performance; and
- the school's improvement planning is well organised and has led to good improvements over the last four years.

Recommendations

- R1 Improve standards in oracy, reading and writing across the curriculum, at the higher than expected levels, throughout the school.
- R2 Improve the quality of all teaching to that of the best.
- R3 Apply the consistent approach adopted in literacy to other subjects across the curriculum.
- R4 Improve attendance rates further.

What happens next?

The school will produce an action plan which shows how it will address the recommendations.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Many pupils start at the school with skills well below those expected for their age. Many enter with oracy skills at least 12 months below where they should be. Over time, most, including those with additional learning needs, make good progress in their learning, achieve well and reach at least average standards by the end of Year 6.

The standards pupils achieve and the progress they make in literacy and numeracy in the Foundation Phase are a little above average overall and rising. The longer pupils attend in the Foundation Phase the more they speak clearly, read well and write simple sentences effectively. Their numeracy achievements improve and become good, as do their information and communication technology skills.

By the end of the Foundation Phase in 2012, pupils' results at the expected Outcome 5 or higher in the Foundation Phase Outcome Indicator were above the average for the family of schools and those in the free-school-meals benchmark group. Pupils' results in achieving the higher levels, however, were well below those of the family and its benchmark group in all areas.

By the end of key stage 2 in 2012, the proportions of pupils who gained level 4 or higher in English, mathematics and science combined were in line with those of the family. Pupils' attainments in gaining level 4 or higher, in English, mathematics and science separately, were also in line with those of the family. This represents good progress for most from a low starting point. No pupils attained level 4 or higher in Welsh as a second language in 2011-2012 but standards are higher now in the current Year 6. By the end of key stage 2 in 2012, pupils' attainments in gaining level 5 or higher in English, mathematics and science separately were well below those of the family.

Most Year 6 pupils are fluent, confident and quite expressive readers. The current Year 6 written work is of a good standard within the expected level 4. They write independently and for a suitable range of audiences and purposes but their writing is often not extended or sustained enough. Many use a good vocabulary and spell well, using accurate punctuation. Most have good handwriting and presentation skills because they redraft and proof-read their writing conscientiously. Pupils' oracy skills are above average at the expected Level 4 and this shows good progress for many. However, the oracy, reading and writing skills of many are below average at the higher than expected Level 5.

As they develop their thinking skills well, many pupils make good progress as they move through the school. The creative skills of most pupils are good, especially in their work in art and drama. Most pupils have a very good understanding of sustainable development and many are globally aware through contacts with schools in Africa.

Nearly all pupils achieve good standards in Welsh. They use incidental Welsh confidently throughout the school. Most have a good understanding of the culture and history of Wales.

Wellbeing: Good

Most pupils have good attitudes to learning. They value their education and nearly all enjoy coming to school. They feel safe and well supported. Most co-operate effectively with one another in their lessons. Most work well independently under the direction of adults. Pupils behave well and are polite and courteous to visitors. They know they can talk to an adult should they have a problem. They learn the importance of good health and have good opportunities to take part in sport. They have a good understanding of the basic principles of a healthy diet.

Attendance levels have been unsatisfactory in the past but improved significantly in 2010-2011. They are now good and above those of the family of schools. Most pupils arrive punctually at the start of the school day. There have been four short-term exclusions in the last three years and only one in the last year. The rate of fixed-term exclusions is just below the local average and well below the average for Wales.

Pupils are conscientious and undertake responsibilities around the school very well. Older pupils and 'playground pals' care for and monitor younger pupils in and around the school. They also show good attitudes when setting up the hall for assemblies or for giving out resources in class. Year 6 pupils monitor the doors and corridors conscientiously during breaks and lunch time.

The school council is elected democratically on an annual basis and meets regularly. Councillors have formal roles such as chairperson, secretary and treasurer. They seek the views of others and members of the council make good presentations to the governing body.

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

The curriculum provides a broad range of learning experiences which cater well for the range of pupils' different needs and abilities. Teachers plan learning experiences carefully through a series of themes agreed for each term. They integrate these themes skilfully into a range of interesting experiences. They use the indoor and outdoor facilities well to enhance lessons in the Foundation Phase. Teachers also use additional learning spaces very well for phonics teaching in small groups. Teachers create varied and interesting learning areas within classrooms. These facilitate a good range of learning activities and enable pupils to practise new skills. The school supports pupils with additional learning needs well in its planning.

Teachers provide many opportunities for pupils to apply, practice and develop new skills. Provision for thinking skills is particularly good. Although the school promotes communication skills well, teachers do not plan enough opportunities for pupils to undertake extended writing across the curriculum.

The provision for the Welsh language and the Welsh dimension is good. The school promotes Welsh history, culture and language well. Pupils have good opportunities

to visit local places of interest and to experience a range of visitors who share their knowledge and experiences. Most pupils have good opportunities to explore sustainable development. The school acts sustainably and conserves resources very well. Pupils of all ages learn much about other countries overseas and the school has a particularly strong link with a school in Uganda.

Teaching: Good

In most lessons, teachers display good subject knowledge, use a stimulating range of teaching strategies, and manage time well. Teaching often has a good pace and teachers make inventive use of resources. In nearly all lessons, teachers adapt the work to match the needs and abilities of the pupils well and the needs of different groups of children are catered for well. All staff use behaviour management strategies well to ensure a consistent approach. A small minority of lessons lack pace and work is not always matched closely enough to pupils' needs. In a few lessons, explanations are not always clear enough.

The school assesses pupils' achievements at key points such as the end of the academic year very well. Staff make good use of success criteria in these assessments. These are linked closely to the progressive development of skills. Teachers also use a selection of commercial tests to judge pupils' progress. The monitoring and record keeping systems are very good. They contribute positively to the setting of individual targets and thereby to the raising of standards. Teachers use a good range of strategies to improve assessment, which is used to plan the next steps in learning. This is developing well. Reports to parents are comprehensive and conform to statutory requirements. Good opportunities are provided for pupils and parents to comment on the reports.

Care, support and guidance: Good

The school encourages all pupils to be healthy and has good policies in place to ensure that they learn about all aspects of health and safety. Pupils have good relationships with staff and know they can discuss their problems with teachers. Staff monitor the wellbeing of individual pupils well. They use effective strategies to support the minority of pupils who are in vulnerable situations in their personal circumstances. The school promotes polite and courteous behaviour and good attendance constantly. As a result, attendance rates have risen dramatically in the last two years. The longer pupils stay at the school, the better their attendance becomes. The school does not tolerate bullying and harassment at any stage.

Staff make effective provision for spiritual, moral, social and cultural development. The school's arrangements for safeguarding pupils meet requirements and give no cause for concern. Teachers and other adults provide effective support in areas such as the wellbeing room for the very few pupils who need extra help. It also makes good use of professional services and specialist agencies.

The school makes good provision for pupils who have additional learning needs. Teachers use a comprehensive system for assessing, tracking and monitoring pupils with additional needs. It identifies pupils' additional needs quickly and thoroughly. It deploys well-trained teaching assistants and provides a good range of interventions to raise standards of reading. Parents and pupils are involved in setting targets for

improvement. These are reviewed regularly. The provision has a positive impact on pupils' attitudes, behaviour, confidence and achievement.

Learning environment: Good

The school's ethos is purposeful and inclusive and pupils support each other well. The school celebrates diversity appropriately through well-planned assemblies, a multicultural week, and very good links with a Ugandan school. Teachers promote equal opportunities very well in many activities in their classes.

The school uses the learning environment very well for teaching and learning. The extensive grounds significantly enhance pupils' understanding of nature and enable pupils to take a lot of exercise. The school is well resourced. Pupils have good access to modern computers with up-to-date software. Teachers and pupils use interactive whiteboards well and often. There is a good range of books that helps pupils to develop their reading and research skills as they move through the school.

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

The headteacher is effective in challenging staff and pupils to do their best and has driven forward improvement well over the last four years. The senior management team provides strong leadership in areas such as literacy, the overall curriculum, additional learning needs and the Foundation Phase. Leaders share priorities for improvement effectively with all staff. Staff work well together and have a shared commitment to improve provision and standards. The roles and responsibilities of staff are clearly defined. Teachers work in effective partnerships with external advisers, subject leaders, teaching assistants, visitors and parent-volunteers. They manage initiatives for literacy, numeracy and personal development very well. Their morale is high.

Performance management arrangements for staff are thorough and fully meet statutory requirements. Individual targets relate directly to school improvement priorities.

Governors support the school very well and know about the performance of pupils and about initiatives the school is developing. They have a comprehensive understanding of safeguarding issues and many have strong links with the school. They make regular visits and provide critical friendship and challenge. Governors respond well to the views of parents and pupils.

The school has made very good progress in introducing a number of local and national priorities. These include tackling social and economic disadvantage, encouraging the Welsh language, improving the curriculum, and improving reading skills.

Improving quality: Good

Self-evaluation processes are based on a wide range of first-hand evidence. This includes rigorous analysis of pupils' performance outcomes, teaching observations and scrutiny of pupils' work in lessons. The school also takes good account of the views of teachers, pupils and parents.

The self-evaluation report is comprehensive and conveys an accurate picture of the school's strengths and areas for development. The school uses the outcomes of the self-evaluation process well to determine targets for improvement. These are focused clearly on raising standards and improving quality, particularly in literacy and numeracy. Good progress has been made in achieving these targets.

There are good links between self-evaluation and the school improvement plan. This plan succinctly identifies priorities within an appropriate time-scale and has a good allocation of resources. Changes to the plan arise from well-informed monitoring and evaluation and this assists the school in knowing itself well.

The school is growing as a reflective learning community. Support staff are involved fully in key areas of development, such as the teaching of reading. The school works effectively with other schools in the cluster, in community projects and further afield.

Partnership working: Good

The school works actively with a range of partners, including parents, the community and other organisations. Parents are very supportive of the school and feel well informed and involved. They regard the school as very approachable.

The school is involved successfully with volunteer agencies and community groups, such as the Woodland Trust and the local allotment society. This has improved the pupils' use of the outdoor environment well. The school has effective links with the local secondary school, and further and higher education providers, for example in providing placements for childcare students and trainee teachers.

The school has strong partnerships with pre-school providers. There are effective links with the pre-school play-group which ensure the school meets children's educational and health needs when they start school. The school works well with other schools, including the local secondary school, to improve continuity in pupils' learning. Teachers plan transition to secondary school carefully and ensure that pupils are ready for key stage 3. They have moderated a good range of portfolios of pupils' work and this has supported accurate assessment.

Resource management: Good

The school has enough suitably qualified staff to meet the needs of pupils. Leaders deploy teachers and teaching assistants appropriately and use the individual expertise of staff well. All staff have up-to-date job descriptions. Staff have appropriate time for planning, preparation and assessment. The deputy headteacher and other senior staff receive useful extra management time for their work.

The school improvement plan clearly identifies resource needs and allocates funding appropriately. The headteacher acquires extra resources actively from a range of other organisations to improve provision. Governors scrutinise finances well. The school buildings and surrounding outdoor areas are maintained to a good standard and teachers use the facilities well to support learning.

As most pupils progress well from low starting points and the quality of provision is good overall, the school provides good value for money.

Appendix 1

Commentary on performance data

Many pupils enter the school with achievements well below those expected for their age. Another key factor affecting standards is pupil mobility with almost a quarter of pupils entering or leaving the school at times other than the start of the year.

By the end of the Foundation Phase in 2012, pupils' results at the expected Outcome 5 or higher in the Foundation Phase Outcome Indicator (FPOI) were above local and national averages and also above the average for the family of schools. Pupils' results in language, literacy and communication skills at Outcome 5 or higher were above the family average and in line with national averages. Their results in mathematical development and personal and social development were above the family and all-Wales averages. Pupils' results in achieving the higher Outcome 6, however, were well below those in the family in all areas and also well below national averages. Pupils' achievements at Outcome 5 or higher in 2012 placed the school in the highest 25% of schools in the same benchmark group. Their achievements at Outcome 6 or higher placed the school in the lowest 25% of schools in the same benchmark group.

In 2012 in Year 6, the cohort contained 21 pupils, meaning that one pupil represented almost 5% of the whole in the statistics. By the end of key stage 2 in 2012, pupils' attainments in gaining level 4 or higher, in English, mathematics and science collectively, were in line with those of the family but below all-Wales results. Pupils' attainments in gaining level 4 or higher, in English and mathematics separately, were in line with those of the family but below all-Wales results. Pupils' attainments in gaining level 4 or higher, in science, were above those of the family but below all-Wales results. No pupils attained level 4 or higher in Welsh as a second language. In the separate attainment targets in English, pupils' attainments at level 4 or higher in oracy and writing were below both the family and national averages. In reading, pupils' results were in line with those of the family and below all-Wales results.

By the end of key stage 2 in 2012, pupils' attainments in gaining level 5 or higher in English, mathematics and science separately were well below those of the family and all-Wales results. This represents a similar picture of under-achievement at the higher than expected levels in the Foundation Phase and key stage 2.

These figures placed the school in the upper 50% in 2012 in comparison with the benchmark data for similar schools for key stage 2 in the core subject indicator, mathematics and science. The school was in the lower 50% in its results at Level 4 or higher in English. The proportions achieving at level 5 or higher in English, mathematics and science placed the school in the lowest 25% of similar schools in its benchmark group.

In the core subject indicator, mathematics and science from 2009 to 2012, the proportion of pupils who attained at level 4 or higher has risen, overall. The proportion attaining level 4 or above in English over the same period has remained level. The proportion of pupils who attained the higher than expected level 5 rose for three of the last four years and then declined sharply last year in all three subjects.

Overall, girls have slightly out-performed boys in their attainments over the last three years. There is no significant gender imbalance in the attainment of more able or talented pupils. Over the last five years girls have outperformed boys consistently in the Foundation Phase by between 8% and 13% percentage points. This is in line with the national picture. By key stage 2, the situation is generally more balanced but does fluctuate year on year.

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

One hundred pupils in key stage 2 completed the questionnaire.

All feel safe in school and 93% believe that the school deals well with any bullying. Nearly all think that they are well supported; and have someone to talk to if they are worried. All feel that they are taught well how to keep healthy and that there are many chances for regular exercise in school. Almost all feel that they are doing well at school. Most believe that there are enough resources to enable them to learn well and nearly all believe that homework is of value to them. A few feel that other pupils do not always behave well in class and feel others do not behave well in the playground, but the proportions are lower than the national average.

Responses to parent questionnaires

Thirty parents or carers completed the parent questionnaire.

Most express very positive views about the school. In particular, all respondents are pleased with the school and say their children like being there. They feel that their children are making good progress and are safe at school. Most parents find staff approachable if they have any questions or concerns. All feel that they are kept well informed about their children's progress. This is well above the national average. Most parents feel that there are a good range of activities including trips and visits. Almost all respondents feel that the school is well run.

Appendix 3

The inspection team

Robert Isaac	Reporting Inspector
Terry Williams	Team Inspector
Rhiannon Boardman	Lay Inspector
Sally Brereton	Peer Inspector
Kevin Stroud	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.