



Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru
Her Majesty's Inspectorate for Education and Training in Wales

A report on

**Hendredenny Park Primary School
Groeswen Drive
Hendredenny Estate
Caerphilly
CF83 2BL**

Date of inspection: May 2017

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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Publication Section
Estyn
Anchor Court, Keen Road
Cardiff
CF24 5JW or by email to publications@estyn.gov.wales

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Context

Hendredenny Park Primary School is in a residential area on the outskirts of Caerphilly. The school has 249 pupils on roll including 39 part-time nursery children. Pupils are taught in eight single-age classes.

Around 5% of pupils are eligible for free school meals. This is well below the average for Wales of 19%. The school identifies 12% of pupils as having additional learning needs, which is much lower than the national average. Very few pupils have a statement of special educational needs and very few are in the care of the local authority. Nearly all pupils are of white British ethnicity and come from homes where English is the main language. A very few pupils speak Welsh at home.

The last inspection of the school was in November 2009. The current headteacher took up her post in 2005.

The school is currently a 'pioneer school'. This means that it is working with the Welsh Government and other pioneer schools to develop a national model of professional learning and to develop and pilot a new curriculum for Wales.

The individual school budget per pupil for Hendredenny Park Primary in 2016-2017 means that the budget is £2,895 per pupil. The maximum per pupil in the primary schools in Caerphilly is £4,854 and the minimum is £2,696. Hendredenny Park Primary is 62nd out of the 75 primary schools in Caerphilly in terms of its school budget per pupil.

Summary

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

Current performance

The school's current performance is excellent because:

- Nearly all pupils develop and apply their literacy, numeracy and information and communication technology (ICT) skills exceptionally well
- Nearly all pupils who are more able, including those who are eligible for free school meals, achieve highly and meet their potential in most areas of the curriculum
- Nearly all pupils with additional learning needs make very good progress in relation to their personal targets
- Most pupils use their thinking, problem-solving and independent learning skills to a very high level
- Nearly all pupils enjoy learning, and are enthusiastic and highly motivated to succeed
- The behaviour of nearly all pupils is exemplary
- Pupils' levels of attendance compare well with those in other similar schools and show a trend of improvement over the last four years
- Planning for the development of pupils' literacy, numeracy and ICT skills across the curriculum is exemplary
- The quality of teaching is consistently good or better and there is a very positive working relationship between pupils and adults in all classes
- The innovative use of assessment and the high quality of feedback by teachers to pupils enables them to make rapid progress in their learning and skill development
- Skilled and knowledgeable support staff deliver specialist programmes that support pupils' learning very effectively
- The school is a safe and inclusive community that nurtures pupils' wellbeing very successfully

Prospects for improvement

The prospects for improvement are excellent because:

- The exceptional leadership of the headteacher, along with the valuable support of the senior management team, sets a clear strategic direction for the school's development
- The experienced governing body is knowledgeable and provides effective challenge and support to the school
- All members of staff have very high expectations and a vision that is based on providing education of the highest quality in order to ensure that every pupil attains his or her full potential

- Leaders play a significant role in promoting a highly successful professional learning culture throughout the school
- Self-evaluation procedures are very effective and staff use data particularly well to monitor the progress of individual pupils and to act swiftly to arrange appropriate support and challenge
- The school has developed a range of exemplary strategic partnerships that enrich and support pupils' learning and wellbeing very beneficially
- The school offers strong leadership and support to other schools by sharing its innovations in teaching and learning, as well as the expertise of its staff

Recommendations

R1 Continue to raise the achievement of more able boys in writing

R2 Increase pupils' use of Welsh outside planned lessons

R3 Provide more opportunities for pupils to follow their own ideas and make more choices about how and what they learn

What happens next?

The school will draw up an action plan that shows how it is going to address the recommendations.

Estyn will invite the school to prepare a written case study, describing the excellent practice identified during the inspection.

Main findings

Key Question 1: How good are outcomes?

Excellent

Standards: Excellent

Many pupils start school with the numeracy skills at the expected level for their age. However, in general, their literacy skills are less well developed. A few pupils have skills above the expected level. Nearly all pupils, including those with additional learning needs and English as an additional language, make very good progress as they move through the school. All pupils eligible for free school meals achieve at least as well as their peers and nearly all more able pupils achieve their potential in most areas of the curriculum. By the time they leave the school, nearly all pupils use and apply their literacy, numeracy, ICT and thinking skills to a very high level across all areas of learning.

Throughout the school, nearly all pupils listen very respectfully and attentively. In the Foundation Phase, most pupils develop their speaking and listening skills exceptionally well and use a wide range of vocabulary confidently in different situations. In key stage 2, most pupils continue to develop speaking and listening skills to a high standard. In a group discussion, they express their opinions clearly and maturely. They reach a consensus, for example, on the best approach to use to solve a mathematical challenge. Many more able pupils communicate articulately, giving detailed and thoughtful observations on a wide variety of subjects, including how parents sometimes share information about their children on social media, without realising the risk to children's personal safety.

Standards of reading are consistently very good across the school. In the Foundation Phase, most pupils make rapid progress in developing their early reading skills. Most Year 2 pupils are confident readers. They apply their skills effectively in all areas of learning, for instance, to find out facts about the human body in their science work. In Year 4, nearly all pupils read with fluency, accuracy and expression. They lead their own group discussions and talk animatedly about their favourite authors and books. By Year 6, most pupils' reading skills are of a high standard. They infer meaning skilfully from classic literature and popular modern novels. They develop proficient skimming and scanning skills to gather information from a range of texts when researching topics in history, such as life in India under British rule. Many more able pupils consider whether information is reliable, particularly when using online sources.

Throughout the school, the overall quality of pupils' writing is excellent. Nearly all pupils make extensive use of their literacy skills across the curriculum. Standards of handwriting and presentation of work are exemplary. By the end of Year 2, most pupils write engaging and extended pieces for a variety of purposes in literacy lessons and in their work across the curriculum, for example a report on healthy eating. Most pupils use a suitably wide range of punctuation accurately. They spell simple words correctly and apply their knowledge of phonics and visual patterns to make plausible attempts at more difficult words. A few more able pupils use paragraphs in their work successfully.

In key stage 2, most pupils write imaginatively and meticulously across an extensive range of genres. By Year 6, they produce lengthy pieces of very high quality. Standards of spelling are very good. Many pupils use sophisticated vocabulary and devices such as metaphors and personification to enrich their writing, for example in a Welsh legend and a poem about the Holocaust. Most pupils use punctuation within complex sentences confidently, such as using commas to mark prepositional phrases and clauses. A very few more able pupils use semi-colons to improve the precision of their writing. However, in general, more able boys do not achieve as high standards in writing as more able girls.

From an early age, most pupils develop strong thinking and problem-solving skills in mathematics in number, shape, space, measure and data handling. They use mathematical vocabulary confidently to describe their methods. For example, nearly all pupils in reception explain precisely how they identify a missing number when counting in 2s. A very few most able pupils count confidently in multiples of 2p, 5p and 10p coins. They add these sets of coins together to find the total amount of money using impressive mental strategies. By Year 2, most pupils design an elephant sanctuary on a grid and work out areas using multiplication. In key stage 2, most older pupils have strong computational and reasoning skills. They apply their numeracy skills in other subjects at the same high standard as in their mathematics work. For instance, in religious education, Year 6 pupils solve multi-step problems systematically to work out the prices of different meals and calculate percentage discounts for the customer when creating their own Kosher menus.

Nearly all pupils develop exceptional ICT skills that they apply to a very high standard across the curriculum. Nursery and reception pupils develop good mouse control by dragging and dropping objects, such as moving the 'wolf' to the 'pig's houses'. They log on to a virtual learning environment independently. By the end of the Foundation Phase, most pupils gather and record information to create an accurate bar graph, for example about their favourite Victorian toy. Many pupils use hyperlinks independently to navigate a multimedia presentation and open a video successfully. They enter information into a record of a simple database with minimal support.

Most pupils in lower key stage 2 classes manage their workspace areas on a network or in the 'cloud' confidently. They insert images and resize them, for instance to create a multimedia explanation of 'How the voice works'. By the end of the key stage, most pupils capture video images of clay models to tell a short story and use coding skills very confidently to program an object to move on command. They compose emails efficiently and save an attachment from a received email in a folder of their choice. A few pupils design and create their own e-safety tablet application effectively.

Across the school, most pupils make strong progress in developing their Welsh language skills. In the Foundation Phase, they converse enthusiastically with their peers and hold a simple conversation confidently with an adult. In key stage 2, most pupils use a wide range of vocabulary and sentence patterns when speaking and writing. They produce written work of a very good standard. For example, Year 6 pupils write an effective and engaging postcard using the past and future tenses. Overall, most pupils read known texts well with accurate pronunciation appropriate to

their age and ability. However, most pupils' ability to use Welsh naturally and independently outside of formal lessons is limited.

At the end of the Foundation Phase, over the past four years, pupils' performance has tended to place the school in the higher 50% at the expected outcome and usually in the top 25% at the higher outcome when compared with similar schools.

At the end of key stage 2, pupils' performance in English and science at the expected level has fluctuated, but, in mathematics, the school has generally performed in the lower 50%. At the higher level, pupils' performance in English and mathematics has nearly always placed the school in the higher 50%, but pupils' performance in science has been more variable.

Boys as a group tend to perform better in numeracy than girls at the higher outcome at the end of the Foundation Phase, but girls usually perform better than boys at the expected level at the end of key stage 2. In English, girls outperform boys consistently at the higher level.

There are very few pupils who are eligible for free school meals, which makes comparison of their performance with that of other pupils unreliable.

Wellbeing: Good

Standards of pupils' wellbeing are very high throughout the school. Nearly all pupils show high levels of engagement in their work and they are motivated to learn. They enjoy school and show persistence and resilience when solving problems independently. Most pupils develop life skills through entrepreneurial activities to a very high level. They have very good awareness of how well they are doing in school. They refer knowledgeably to their learning targets and to what they have to do to improve their work. Pupils are beginning to make choices about what and how they learn, for example in projects and homework tasks.

The contribution of pupils to the life and work of the school and the wider community is very strong. Many pupils take on a variety of extra responsibilities and they carry out their duties conscientiously. A number of very active pupil groups collaborate to take action about issues of local importance. For example, pupils from the school council and eco-committee wrote to the local authority to express their concern about litter blowing through the school fence and discussed the school's travel plan. As a result, the local authority installed a litter bin outside the school gates and erected a safety barrier for pedestrians. Pupils act as ambassadors to the Welsh Government to feed back children's views on issues that affect them.

Nearly all pupils' behaviour is exemplary. They show considerable pride in their school. Many older pupils talk maturely about how the school's values reflect the United Nations Conventions on the Right of the Child. As a result, nearly all pupils show great care and respect towards each other and have exceptional empathy for those that are less fortunate. For instance, they elect to send the profits from their school enterprise weeks to its international partner school in Rwanda and to UNICEF to buy tetanus vaccinations for children living in India and Africa.

Nearly all pupils feel safe in school and they know how to stay safe online. They have a strong understanding of the importance of healthy eating and drinking. They understand the benefits of regular exercise and participate enthusiastically in the 'daily mile' and the school's extra-curricular sports clubs.

Attendance rates are consistently above the average when compared with those of similar schools and have placed the school in the top 25% in the past two years. Nearly all pupils arrive at school on time.

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

The school provides an exciting range of learning experiences, which meet all pupils' needs effectively. The planning of the curriculum is extremely thorough and supports the development of pupils' knowledge, understanding and skills progressively through the Foundation Phase to the end of key stage 2.

Teachers' implementation of the Literacy and Numeracy Framework is exemplary. All teachers provide extensive opportunities for pupils to apply their literacy, numeracy and ICT skills at a very high level across the curriculum. For instance, teachers plan valuable 'rich' tasks, such as the Year 6 '1945 street party' where pupils create timetables and schedules, convert units from metric to imperial and work within a budget. Consequently, pupils see the relevance of these skills in everyday life.

Many pupils of all abilities attend the very good range of extra-curricular activities, for example dance, performing arts, gardening and reading clubs, and 'Success in Six', which develops pupils' literacy and numeracy skills. This broadens their learning experiences in an enjoyable and worthwhile way. All teachers plan creative opportunities to develop pupils' independent learning skills suitably. For instance, pupils in the Foundation Phase enjoy learning through play in the minibeast lab on 'Freaky Friday' and older pupils are enthusiastic about such projects as 'Fair Trade Fortnight' where they self-direct their learning. However, overall, pupils do not always have enough opportunities to explore their learning freely in the classroom and outdoors, or to make their own choices in lessons about how and what they learn.

Arrangements to teach the Welsh language in formal lessons are good. As a result, most pupils' reading and writing skills are developing strongly. Teachers provide valuable daily activities for pupils to practise their oral skills. The school encourages pupils' use of Welsh outside the classroom appropriately through the work of the 'Cryw Cymraeg' and by giving 'Seren yr Wythnos' awards. However, most key stage 2 pupils lack confidence in speaking in less formal situations. The school promotes a strong sense of Welsh identity by celebrating important days and festivals, such as the eisteddfod. Well-planned learning experiences ensure that pupils develop a comprehensive understanding of the culture and heritage of Wales.

The provision for promoting pupils' awareness of sustainability is a very strong feature of the school, for instance through reducing waste, walk-to-school and 'safe

cycling' initiatives. The eco-committee plays a very active role in developing other pupils' knowledge of how to look after their world, such as providing the right environment for bees and hedgehogs to thrive, and teaching them how to grow their own vegetables. They have minimised energy consumption and recently won solar panels for the school by entering a film competition. The school also promotes pupils' understanding of their roles and responsibilities as global citizens very successfully, for example through studying the effects of the refugee crises in Europe.

Teaching: Excellent

Teaching across the school is consistently of a high quality with excellent features in a majority of classes. Teachers and support staff are exemplary role models and have high expectations of all pupils. Nearly all teachers plan conscientiously and in detail based upon strong subject knowledge and a deep understanding of individual pupils' achievements. They organise pupil groupings flexibly and devise activities with teaching assistants highly effectively to ensure very good progress for pupils of all abilities. Most teachers use stimulating resources and deliver well-paced learning experiences. As a result, nearly all pupils enjoy lessons, are motivated and demonstrate outstanding attitudes to learning.

Nearly all staff monitor how well pupils develop skills within lessons and withdrawal sessions very carefully. They intervene skilfully and sensitively to support and challenge pupils at appropriate points in their learning. All staff record their observations of pupils' progress promptly on a shared electronic document. This feeds directly into teachers' planning of future lessons and into literacy and numeracy skills sessions for groups and individuals. This arrangement is highly responsive, as teachers and support staff often address pupils' learning needs successfully, including those who are more able, on the same day.

Nearly all pupils assess their own progress and that of their peers accurately using success criteria. By the end of key stage 2, most pupils make mature and insightful evaluations of their learning. Teachers provide them with guidance and useful opportunities to help them to achieve the targets they have set for themselves. Pupils respond routinely to teachers' feedback by answering challenge questions, by redrafting their writing or making corrections to their work. Most pupils know which literacy and numeracy skills they have mastered and which they need to practise further.

The school reviews and monitors its exceptional tracking systems diligently. It keeps parents informed about their children's progress and wellbeing very well, through regular parents' meetings and annual reports.

Care, support and guidance: Good

The school is a very happy, inclusive and caring environment, where pupils and adults respect and appreciate each other's contributions. The very strong emphasis on teaching pupils about values develops their spiritual, moral, social and cultural awareness highly effectively. For example, in acts of collective worship, pupils reflect responsibly upon the importance of friendship and racial tolerance. As a result, most

pupils have a clear understanding of what the school's motto, 'Learning in harmony', means. There are appropriate arrangements for promoting healthy eating and drinking. Staff encourage pupils to keep fit through participation in daily runs and regular attendance at extra-curricular sports activities. The school's arrangements for safeguarding pupils meet requirements and give no cause for concern.

Staff work very effectively with professionals from a wide range of specialist services, such as educational psychology and speech and language, to tailor provision to meet the needs of individual pupils. The school develops the expertise of its own staff for the benefit of pupils in its care very well. For example, it trains all staff and governors to communicate effectively with pupils with autism.

Provision for pupils with additional learning needs is excellent. There is a collaborative culture within the school, where responsibility for the progress of vulnerable pupils and those with special educational needs, is shared widely. The additional learning needs co-ordinator provides highly effective leadership and supports all members of staff very successfully. The school's early identification of pupils' needs through its comprehensive screening systems is outstanding. It makes extensive use of the wealth of expertise among learning support assistants to deliver a broad range of interventions, which enable pupils to narrow identified gaps in their learning very successfully. Teachers and support staff track pupils' progress meticulously and use the information very skilfully to plan suitable activities that link directly into teachers' daily and weekly planning. As a result, nearly all pupils make very good progress in line with their age and ability.

The school promotes and monitors pupils' attendance very well. This has had a strong impact on improving attendance over the past four years.

Learning environment: Good

The school provides an exceptionally positive and well-ordered community, where every individual is valued equally. There is a clear emphasis on recognising, respecting and celebrating diversity, and the school promotes pupils' rights and responsibilities to a high level. For instance, any pupil can join one of the many 'pupil voice' groups at any time during the school year. As a result, pupils from wide-ranging backgrounds and abilities contribute very strongly to whole-school initiatives.

The school is a stimulating and cheerful learning environment. It is safe, secure and well maintained. It uses its indoor and outdoor space effectively. Pupils visit the ICT suite and libraries regularly, which supports the development of their communication skills very well. The school makes good use of communal areas to provide learning spaces for individuals and groups of pupils to practise their skills. Wall displays of high quality celebrate pupils' work and achievements very successfully.

There are extensive outdoor grounds, which the school uses well to teach about the natural world, for example in the forest school area. Classrooms provide direct access to well-equipped outdoor learning areas for the Foundation Phase, which pupils use suitably. There is a good range of beneficial resources, which support teaching and learning well, particularly in ICT.

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

The experienced headteacher provides exceptional leadership. Along with the valuable support of the senior management team and governing body, she sets a very strong strategic direction for the school's development. Together, they communicate a clear vision of high expectations within an extremely caring and inclusive ethos that promotes outstanding levels of achievement and wellbeing.

The leadership team plays a significant role in promoting a very effective, professional learning culture throughout the school. All staff fulfil their roles exceptionally well. They are dedicated individuals, who take responsibility for developing specific aspects of the school's work within a strong, supportive team ethos. This ensures excellent opportunities for them to develop their ability to be effective leaders in the future. As a result, pupils' standards in literacy and ICT have improved significantly.

The headteacher promotes a culture of innovation, for instance through the school's work as a pioneer school, but she maintains a rigorous focus on evaluating the impact of new initiatives on pupil outcomes. As a result, the school shares its expertise very successfully with other schools, including how it knows if initiatives are working, for example in reading and numeracy. Leaders' implementation of national priorities, such as the Literacy and Numeracy Framework and improving ICT skills in preparation for the Digital Competency Framework, is exemplary.

Staff meetings are purposeful and focus rigorously on pupils' achievements and wellbeing. Leaders set themselves and the school ambitious targets. They work together tirelessly in order to achieve these. The school's systems for managing the performance of all teachers and learning support assistants are robust and highly effective. All staff and governors understand how the school's performance compares with that of other schools.

Governors are very supportive of the school and fulfil their statutory duties well. They visit the school regularly to observe lessons, meet with groups of pupils and review their books. Consequently, governors have a clear grasp of the school's strengths and areas for improvement. They ask challenging questions routinely and make suggestions about the deployment of staff, for instance to maximise the expertise of learning support assistants across the school. Consequently, these staffing arrangements have been highly beneficial for pupils.

Improving quality: Excellent

The school's arrangements for self-evaluation and planning for improvement are outstanding. They provide a model for other schools across the local authority.

Leaders, governors and staff identify strengths and areas for improvement extremely accurately, using a broad range of first hand evidence. This includes information gained from lesson observations, teaching action plans, individual subject evaluations, book scrutiny, parent and pupil questionnaire responses and a thorough

analysis of extensive data. Leaders use this detailed knowledge to set clear priorities to improve the quality of teaching and learning.

Leaders ensure that all staff, including teaching assistants, are fully involved in the school's evaluation of the standards pupils achieve. For instance, staff carry out beneficial peer observation in groups of three and review pupils' work in teams. They share their own good practice with each other regularly and agree on 'The 11 Ps', common principles of teaching and learning for their school. From their involvement in these activities, all staff share a consistent understanding of how well the school is performing and what it needs to do to improve further.

Pupils' views feature prominently as part of the school's self-evaluation activities. They undertake observations in classes and provide feedback to their peers on their behaviour and attitudes to learning. This has had a notable impact on improving pupils' behaviour and on how well they engage in lessons across the school. Pupils also make regular contributions through their various groups. For example, the school council presented its review about the homework policy to governors. It requested that teachers plan tasks to prepare them for future topic work. Consequently, pupils are more engaged in their learning at home and parents are more actively involved.

The school improvement plan is clear and detailed. It links firmly to the outcomes of self-evaluation and to national priorities. Targets within the plan are measurable and focus precisely on improving the quality of teaching and learning. Leaders identify suitable costed actions, responsibilities and timescales against each priority. The school leadership team tracks the progress of initiatives diligently. Minutes of meetings focus sharply on the school's priorities for improvement and the headteacher's reports to governors provide clear evidence of the impact of actions on the progress, achievement and wellbeing of specific groups of pupils.

The school has made very good progress in addressing the recommendations from the last inspection.

Partnership working: Excellent

The school has a wide range of partnerships that support pupils' achievements and wellbeing successfully. Staff provide high quality information to parents about school life and the progress their children are making through regular newsletters, the school website, text messaging and social media. As a result, parents feel confident to approach staff when necessary and they enjoy attending staff and pupil-led workshops and presentations. For example, they have learnt how to improve their skills in using a virtual learning environment.

The school works very successfully with other education providers across Wales as a pioneer school and as part of the regional consortium's peer review programme. It shares its effective practice widely, for instance in assessment and the use of learning support assistants. This strengthens the school's own self-evaluation and development planning considerably, as it thinks critically about its provision and reflects upon its impact on pupil outcomes. Joint working and the pooling of resources within the local cluster of schools have had a beneficial impact on

improving reading skills in Year 6, particularly for disadvantaged pupils. Effective collaboration enabled the schools to purchase a reading programme and to employ a learning support assistant to run the successful project.

The school has forged very good links with local businesses, such as the bakery and bank, which have increased pupils' knowledge of the world of work very purposefully. For example, pupils have developed their science, financial literacy and entrepreneurial skills very effectively, by setting up their own companies and selling tablet applications about e-safety to parents.

A close partnership with the local playgroup helps children to settle quickly into the nursery class. There are very effective transition arrangements with the local secondary school. Standardisation and moderation of pupils' work with the local cluster of schools are a particular strength. The cluster has produced detailed portfolios of work at the end of Year 2 and Year 6 in the core subjects and for strands of the Literacy and Numeracy Framework. These help teachers to have a strong understanding of the standards expected when they assess pupils' work.

Resource management: Excellent

The school has a dedicated team of qualified staff who have an exceptional range of expertise and specialist knowledge, which they share very successfully to improve outcomes for all pupils. In particular, the school deploys teaching assistants very effectively and, as a result, they make an exceptional contribution to pupils' learning and wellbeing. The co-operation between teachers and support staff is a significant strength of the school's work. This supports new and temporary staff, and ensures consistency in the teaching methods and standards of learning throughout the school, for instance in enabling vulnerable pupils to exceed their targets in reading.

The professional development of staff at all levels is a high priority. Teachers and support staff benefit from valuable training that meets their personal needs and addresses the school's priorities. Leaders nurture individuals' potential through supporting them to develop their skills and experience, for example through leading whole-school initiatives in writing and mathematics, mentoring staff in other schools and pursuing higher qualifications linked to curriculum reform in Wales. Leaders evaluate professional learning activities well and have a strong awareness of the return on their investment.

The headteacher and governing body manage the budget rigorously and make sensible financial decisions. These decisions align with the priorities in the school development plan and focus firmly on improving pupils' standards and wellbeing. Leaders monitor the impact of grant funding and expenditure carefully. This has ensured that all pupils who are eligible for free school meals have performed at least as well as their peers.

In view of the standards that pupils achieve and the quality of teaching, assessment and leadership, the school provides excellent value for money.

Appendix 1: Commentary on performance data

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Number of pupils on roll	253
Pupils eligible for free school meals (FSM) - 3 year average	6.0
FSM band	1 (FSM<=8%)

Foundation Phase

	2013	2014	2015	2016
Number of pupils in Year 2 cohort	27	28	33	33
Achieving the Foundation Phase indicator (FPI) (%)	96.3	96.4	93.9	100.0
Benchmark quartile	2	2	2	1
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	27	28	33	33
Achieving outcome 5+ (%)	96.3	96.4	93.9	100.0
Benchmark quartile	2	2	3	1
Achieving outcome 6+ (%)	55.6	64.3	66.7	69.7
Benchmark quartile	1	1	1	1
Language, literacy and communication skills - Welsh (LCW)				
Number of pupils in cohort	*	*	*	*
Achieving outcome 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving outcome 6+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematical development (MDT)				
Number of pupils in cohort	27	28	33	33
Achieving outcome 5+ (%)	100.0	96.4	97.0	100.0
Benchmark quartile	1	2	2	1
Achieving outcome 6+ (%)	51.9	46.4	54.5	57.6
Benchmark quartile	1	2	1	1
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	27	28	33	33
Achieving outcome 5+ (%)	100.0	96.4	97.0	100.0
Benchmark quartile	1	4	3	1
Achieving outcome 6+ (%)	48.1	71.4	66.7	75.8
Benchmark quartile	3	2	3	3

The Foundation Phase indicator (FPI) represents the percentage of pupils achieving outcome 5 or above in PSD, LCE/LCW, and MDT in combination.

* This item may disclose information on individuals, or it is not sufficiently robust for publication, not applicable or is otherwise unavailable.

The benchmark quartile compares the performance of one school against others who have similar levels of pupils with free school meals (FSM). FSM is used as a proxy of social deprivation in schools. This allows a comparison of the performance of a school against others who are in the same FSM category, and who might therefore have a similar intake of pupils from deprived backgrounds.

A school in benchmark quartile 1 is in the highest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are higher than many other schools with similar levels of pupils from deprived backgrounds. A school in benchmark quartile 4 is in the lowest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are lower than many other schools with similar levels of pupils from deprived backgrounds.

6762338 - HENDREDENNY PARK PRIMARY

Number of pupils on roll	253
Pupils eligible for free school meals (FSM) - 3 year average	6.0
FSM band	1 (FSM<=8%)

Key stage 2

	2013	2014	2015	2016
Number of pupils in Year 6 cohort	27	33	30	30
Achieving the core subject indicator (CSI) (%)	96.3	90.9	93.3	96.7
Benchmark quartile	2	3	3	2
English				
Number of pupils in cohort	27	33	30	30
Achieving level 4+ (%)	100.0	93.9	96.7	100.0
Benchmark quartile	1	3	3	1
Achieving level 5+ (%)	44.4	48.5	50.0	63.3
Benchmark quartile	2	2	2	1
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	27	33	30	30
Achieving level 4+ (%)	96.3	93.9	93.3	96.7
Benchmark quartile	2	3	3	3
Achieving level 5+ (%)	44.4	36.4	50.0	60.0
Benchmark quartile	2	3	2	2
Science				
Number of pupils in cohort	27	33	30	30
Achieving level 4+ (%)	100.0	97.0	100.0	100.0
Benchmark quartile	1	3	1	1
Achieving level 5+ (%)	51.9	45.5	50.0	60.0
Benchmark quartile	2	3	3	2

The core subject indicator (CSI) represents the percentage of pupils achieving level 4 or above in English or Welsh (first language), mathematics and science in combination.

* This item may disclose information on individuals, or it is not sufficiently robust for publication, not applicable or is otherwise unavailable.

The benchmark quartile compares the performance of one school against others who have similar levels of pupils with free school meals (FSM). FSM is used as a proxy of social deprivation in schools. This allows a comparison of the performance of a school against others who are in the same FSM category, and who might therefore have a similar intake of pupils from deprived backgrounds.

A school in benchmark quartile 1 is in the highest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are higher than many other schools with similar levels of pupils from deprived backgrounds. A school in benchmark quartile 4 is in the lowest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are lower than many other schools with similar levels of pupils from deprived backgrounds.

Further information is available from the Welsh Government My Local School website at the link below.
<http://mylocalschool.wales.gov.uk/index.html?lang=eng>

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

Denotes the benchmark - this is a total of all responses since September 2010.

	Number of responses Nifer o ymatebion	Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	114	112 98%	2 2%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	114	107 94%	7 6%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	114	112 98%	2 2%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
		97%	3%	
The school teaches me how to keep healthy	114	111 97%	3 3%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		97%	3%	
There are lots of chances at school for me to get regular exercise.	114	114 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	114	113 99%	1 1%	Rwy'n gwneud yn dda yn yr ysgol.
		96%	4%	
The teachers and other adults in the school help me to learn and make progress.	114	112 98%	2 2%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
		99%	1%	
I know what to do and who to ask if I find my work hard.	114	113 99%	1 1%	Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
		98%	2%	
My homework helps me to understand and improve my work in school.	114	99 87%	15 13%	Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
		90%	10%	
I have enough books, equipment, and computers to do my work.	114	111 97%	3 3%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
		95%	5%	
Other children behave well and I can get my work done.	114	99 87%	15 13%	Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
		77%	23%	
Nearly all children behave well at playtime and lunch time	113	105 93%	8 7%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		84%	16%	

Responses to parent questionnaires

Denotes the benchmark - this is a total of all responses since September 2010.

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the school.	62	47 76%	14 23%	0 0%	0 0%	1	Rwy'n fodlon â'r ysgol yn gyffredinol.
		62%	34%	3%	1%		
My child likes this school.	62	52 84%	10 16%	0 0%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		72%	26%	1%	0%		
My child was helped to settle in well when he or she started at the school.	61	45 74%	16 26%	0 0%	0 0%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	62	49 79%	12 19%	1 2%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	35%	3%	1%		
Pupils behave well in school.	62	31 50%	27 44%	1 2%	1 2%	2	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		47%	48%	4%	1%		
Teaching is good.	62	45 73%	16 26%	1 2%	0 0%	0	Mae'r addysgu yn dda.
		61%	37%	2%	1%		
Staff expect my child to work hard and do his or her best.	62	51 82%	10 16%	1 2%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		64%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	62	30 48%	27 44%	2 3%	0 0%	3	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol.
		49%	43%	7%	2%		
Staff treat all children fairly and with respect.	61	39 64%	18 30%	2 3%	0 0%	2	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		59%	35%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	62	42 68%	20 32%	0 0%	0 0%	0	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	38%	2%	0%		
My child is safe at school.	62	42 68%	19 31%	1 2%	0 0%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		66%	32%	2%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	62	35 56%	19 31%	1 2%	0 0%	7	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		55%	39%	5%	2%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I am kept well informed about my child's progress.	62	30 48%	30 48%	2 3%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
I feel comfortable about approaching the school with questions, suggestions or a problem.	62	41 66%	18 29%	3 5%	0 0%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
I understand the school's procedure for dealing with complaints.	61	25 41%	28 46%	2 3%	1 2%	5	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
The school helps my child to become more mature and take on responsibility.	62	37 60%	23 37%	1 2%	0 0%	1	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
My child is well prepared for moving on to the next school or college or work.	62	25 40%	18 29%	3 5%	0 0%	16	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
There is a good range of activities including trips or visits.	62	40 65%	19 31%	3 5%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
The school is well run.	62	48 77%	10 16%	0 0%	0 0%	4	Mae'r ysgol yn cael ei rhedeg yn dda.

Appendix 3

The inspection team

Ms Elizabeth Barry	Reporting Inspector
Mr Gwilym Alun Huw Rees	Team Inspector
Ms Andrea Louise Davies	Lay Inspector
Ms Sally Ann Brereton	Peer Inspector
Mrs Clare Walsh	Nominee

Copies of the report

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

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
- 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
- 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 eligible for 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 eligible for 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 eligible for 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.