



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

**Fleur de Lis Primary School
School Street
Fleur de Lis
Blackwood
NP12 3UX**

Date of inspection: June 2013

by

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



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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

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

Fleur de Lis Primary School is in the once industrial village of the same name, near Blackwood in Caerphilly. It serves the local area, which the school describes as largely disadvantaged. There are 119 pupils on roll, including 26 nursery children. Currently, about 27% receive free school meals, which is above the average for Wales (21%).

The school has identified 13% of pupils as having additional learning needs, including a very few who have statements of special needs. This is below the average for Wales (22%). No pupil is 'looked after' by the local authority. No pupil was excluded in the 12 months prior to the inspection.

Nearly all pupils are of white British ethnicity. No pupil has help with English as an additional language. No pupil speaks Welsh at home.

The headteacher was appointed in September 1999. He is also the headteacher of a neighbouring primary school. Since 2012, the headship of both schools has been shared between the headteacher (three days per week) and the deputy headteacher (two days per week). The school was last inspected in the 2007.

The individual school budget per pupil for Fleur de Lis Primary School in 2012-2013 means that the budget is £3,380 per pupil. The maximum per pupil in the primary schools in Caerphilly is £4,640 and the minimum is £2,620. Fleur de Lis Primary School is 18th out of the 75 primary schools 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;
- standards in literacy and numeracy are good;
- teaching is of a consistently high standard;
- the curriculum is broad and emphasises the skills necessary for pupils to be successful learners;
- pupils' wellbeing and behaviour are very good; and
- the school has a positive and inclusive ethos.

Prospects for improvement

The school's prospects for improvement are good because:

- both headteachers work closely together to put their shared vision into practice;
- the governing body acts successfully as a critical friend of the school;
- all staff share a common commitment to continuous school improvement;
- there are effective systems in place to assess and improve the quality of teaching and learning; and
- the school's self-evaluation processes are rigorous and accurate and have had a positive impact on raising standards.

Recommendations

- R1 Raise standards at the higher level, particularly in English, by the end of key stage 2
- R2 Improve standards in pupils' speaking skills in English and Welsh
- R3 Improve the provision in classes for the more able pupils
- R4 Extend pupils' knowledge and understanding of the culture and heritage of Wales

What happens next?

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

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Most pupils, starting often from a low base, reach the expected levels during their time in school. Across the school, most pupils listen attentively and speak confidently using a range of appropriate words and phrases when discussing topics in lessons. Most pupils in the Foundation Phase ask questions that relate well to their activities and areas of learning. They listen attentively and beginning to write legibly and in sentences. They make good progress in their reading skills.

By the end of key stage 2, most pupils read fluently with good expression and understanding. They make good use of a range of reading materials and use a variety of resources to gather specific information. However, the more able pupils do not make sufficient use of more advance reading skills to improve their learning. Pupils who receive extra support for reading make good progress.

Many pupils are confident when collating information or making decisions about editing their written work. They know how to write for different purposes, such as creating a newspaper report or describing an adventure. Many show good creativity when writing imaginatively. They understand when to use both a formal and informal style. Most pupils develop their ideas well and organise their writing clearly for the reader.

Most pupils make good progress in their numeracy and measuring skills and use them effectively, for example when producing line graphs in their study of woodlice and creating time-lines and handling data in history. Most pupils have well-developed information and communication technology (ICT) skills. They use small electronic devices to enhance their expressive skills well. Many make good use of ICT to create an information package as part of a research project. Most pupils make effective use of thinking skills, such as recalling the main points in previous learning or when generating and developing ideas.

Pupils respond appropriately to various requests in Welsh, but most do not have enough confidence to use the language on an extended, incidental basis. By the end of key stage 2, many pupils read well in Welsh. They write clearly, but have greater confidence when using a sentence structure as a support.

In 2012, pupils' outcomes at the end of the Foundation Phase were high. All pupils attained the expected outcome 5. In comparison to schools with a similar proportion of pupils entitled to free school meals, the outcomes placed the school in the top 25% of schools. The results were also well above those of most of the schools in the same family (schools which face similar challenges). At the higher outcome 6, results placed the school in the top 25% for language development and in the higher 50% for mathematical development and personal and social development.

In 2012, at the end of key stage 2, results at the expected level (level 4) placed the school in the top 25% for mathematics and in the higher 50% for English. However, the school was in the bottom 25% for science. At the higher level (level 5), results in English were more in line with those of other similar schools. In mathematics, they were higher. Standards over time have varied, but the overall trend is improving.

Wellbeing: Good

Nearly all pupils understand why they should follow a healthy diet and take plenty of exercise. They feel safe in school and know whom to ask if they have any problems. Many participate in a very good range of after-school clubs.

Attendance rates are consistently good. Since 2008, the school's attendance rates have placed it in the highest 50% or top 25% when compared with similar schools. Most pupils are punctual at the start of the day.

Standards of behaviour across the school are good. Nearly all pupils show respect, care and concern for all within the school environment. They relate well together and show positive attitudes to learning. Many are keen to meet their individual targets by working hard. From an early stage, they have a good understanding of how to improve their work.

Older pupils readily take on responsibilities and carry them out effectively, for example in the many activities associated with the eco-committee. The members of the school council feel that they have a strong voice. They are very involved in making decisions about a wide range of areas in their daily lives. They have a good awareness of their local community and the school's place in it.

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

The curriculum is broad and balanced and meets statutory requirements. It reflects the Foundation Phase principles appropriately and the development of the skills necessary for pupils to learn successfully. The planned curriculum prepares pupils well for the next phase in their learning. Staff plan systematically together to provide stimulating and lively activities which build well on pupils' prior learning and experiences.

There are relevant visits to places of interest to enrich pupils' learning experiences. The school also provides a wide range of after-school activities. More able pupils receive well-planned extra support, for example in singing. However, teachers do not adapt the work in lessons enough to challenge the more able pupils.

Teachers plan in detail to promote pupils' skills in literacy, numeracy and ICT, including additional activities to focus attention on reading. The planning enables pupils to build successfully on what they already know and can do, for example in developing their thinking and creative skills.

In most classes, teachers plan occasional use of Welsh. However, there is insufficient emphasis in planning to create opportunities for pupils to respond orally and to express themselves confidently and at length in Welsh, for example in response to requests and greetings. The curriculum does not give sufficient attention to the cultural and artistic traditions of Wales.

The school acts in a very sustainable way, pupils learning through a variety of strategies about why conservation is important. It is involved with other schools to help to improve the local community. Pupils have a good understanding of their roles as global citizens through their active support of communities in Romania and Uganda.

Teaching: Good

Teachers have high expectations of what their pupils should achieve. They plan carefully so that pupils develop the necessary skills to become successful learners. All pupils are made to feel that their contributions to the lessons are important. As a result, they work hard and make good progress.

Teachers prepare and use a wide range of imaginative resources to support lively activities which engage and encourage pupils to work hard, for example when measuring liquids. They make the objectives of the lessons very clear and establish with all pupils what they need to do to be successful. They revisit these appropriately at the end of lessons to review progress and to encourage pupils to indicate how well they themselves have learnt.

In all classes, teachers deploy learning assistants very effectively so that pupils receive individual attention and encouragement regularly. Generally, teachers ensure that there is an appropriate level of challenge for the wide range of abilities in classes. However, teachers, particularly in key stage 2, do not always extend the learning of more able pupils and or strengthen pupils' speaking skills in English and in Welsh enough.

The school uses a wide range of assessment for learning strategies well in order to help pupils understand how well they are doing and how they can improve. Most pupils use the strategies effectively and assess their own efforts and those of others accurately.

Teachers make effective use of extensive procedures and reliable tests to collect information to identify standards and progress accurately. This also informs the school's intervention programmes for specific literacy and numeracy support. Teachers mark pupils' work consistently. They provide each pupil with helpful comments on how they have performed and the targets for improvement. Reports to parents and carers are informative and meet statutory requirements.

Care, support and guidance: Good

There are well-established procedures to support pupils' health and wellbeing as well as their social and wider development. For example, the wide range of after-school

activities and links with sports organisations help pupils to develop positive attitudes to their physical fitness.

The school promotes pupils' spiritual, moral, social and cultural development very effectively through its personal and social curriculum, assemblies and its work within the local community and with schools abroad. There are appropriate procedures to encourage good attendance and behaviour.

The school has very good links with specialist external agencies, such as health professionals and the community police. These contribute well to raising standards in pupils' wellbeing. Staff keep parents well informed through the school's website and regular newsletters.

The school provides good support for those pupils with additional learning needs. Individual education plans identify clear targets, which staff reviewed regularly with parents to track the pupils' progress and to identify next steps in their learning.

Careful planning for specific pupils enables them to receive well-focused support in and out of their classes. Staff assess pupils' progress against their targets regularly. The targeted support leads to significant improvements in pupils' progress. Parents are kept well informed about their child's progress.

The school's arrangements for safeguarding pupils meet requirements and give no cause for concern.

Learning environment: Good

The school's supportive ethos reinforces pupils' good attitudes and behaviour. All staff are fully committed to ensuring equal opportunities for all pupils. Across the school community all show considerable respect for those from different backgrounds and cultures. The school has an appropriate equality scheme that meets statutory requirements.

The accommodation is in very good decorative order. It is clean and well maintained. It provides a calm and very positive learning environment. There are many very good displays around the school which celebrate pupils' successes and promote a positive atmosphere. The school has turned a derelict area into a thriving forest school, which staff use regularly to provide pupils with learning activities of high quality.

The school is well equipped. Staff have easy access to a wide range of suitable teaching resources which support teaching and learning well. The provision for ICT has recently been improved and is good.

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

There are well-constructed systems in place to ensure that both headteachers work effectively together. Both have a very strong, shared commitment to the same

objectives, ways of working and vision for how the school should develop further. This purposeful approach helps staff to work enthusiastically together to improve standards and provision. All share a common commitment to continuous improvement. The school has established effective strategies for subject leaders to work with the senior leadership team to review pupils' progress and the standards achieved regularly. There are effective systems to manage the performance of all staff. These have had a positive impact on teaching and learning, for example in encouraging pupils' skills in assessing their own progress.

The governing body is well informed about the overall performance of the school when compared with others. It holds the leadership to account and takes an appropriate role making decisions about the longer-term needs of the school, for example through the adoption of an effective succession plan to manage the transition of responsibilities from one headteacher to the other.

The school responds well to local and national priorities. The Foundation Phase is well organised and effective. There has been good progress in developing pupils' awareness of ecological issues and in ensuring pupils' wellbeing.

Improving quality: Good

There is an effective system for monitoring and evaluating the effectiveness of the school's provision throughout the year, which includes lesson observations, scrutiny of books, listening to learners and discussions with staff, governors, local primary schools and the wider community. All teachers review the overall progress of their pupils in detail and use this information well to plan ahead. As a result, the senior leadership team have an accurate and up-to-date view of the school's strengths and areas for improvement.

Leaders use information from the self-evaluation report well when setting priorities and appropriately challenging targets for improvement. All staff review the school development plan effectively to ensure that the targets within it are met. The plan links well to the priorities identified through self-evaluation processes.

All staff collaborate well within the school and with staff from other schools. These contacts with other schools have had a positive impact on planning, moderating assessments, improving ICT provision and developing teachers' skills as well as raising standards.

Partnership working: Good

There are effective and valued partnerships with parents which help to improve standards, for example in wellbeing and reading. The school keeps parents well informed of all school activities.

The school maintains effective partnerships with local schools and local authority services. There are well-organised, joint planning arrangements between the school and the local high school to ensure a smooth transition for pupils when moving on to secondary education. The school takes an active part with other schools locally to assure standards and the accuracy of teacher assessments.

The school makes effective use of a wide range of community resources. These have a positive effect on enriching pupils' experience and the quality of education.

Resource management: Good

The school has an appropriate range of teaching and support staff to teach all areas of the Foundation Phase and the National Curriculum. Staff make good use of the good range of resources and all available space, including the outdoor areas.

All teachers receive their allocated time for planning, preparation and assessment. The school uses its performance management processes appropriately to identify teachers' professional development needs and whole-school priorities. The school oversees its finances carefully to ensure efficient use and management of resources. It links spending appropriately to priorities in the school development plan. It regularly evaluates the effectiveness of new initiatives and resources in terms of pupils' outcomes, for example in recent expenditure on ICT equipment.

Given the good progress that most pupils make, their sound performance compared with those in similar schools in most subjects, and the overall quality of the provision, the school provides good value for money.

Appendix 1

Commentary on performance data

Many pupils start school with relatively low basic skills for pupils of their age. By the time the end of key stage 2, many pupils achieve well.

In the Foundation Phase, pupils' performance in 2012 at both the expected (outcome 5) and the higher outcome (outcome 6) compares well with that in schools with a similar proportion of pupils with free school meals, and with that in schools in the same family. In 2012, all pupils reached outcome 5 in the Foundation Phase indicator, in language, literacy and communication, in mathematical development and in personal social development, wellbeing and cultural diversity. The school was in the top 25% of similar schools at outcome 5 in all area of learning.

At outcome 6, the school's results were close to the family average in the three areas of learning. The results placed the school at least in the top 50% when compared with similar schools. In the assessments at outcome 6, girls as a group performed significantly better than boys in language, literacy and communication, while boys outperformed girls in mathematical development. In personal and social development, wellbeing and cultural diversity, the results of boys and girls were about the same. In 2012, all Foundation Phase pupils with free school meals attained the Foundation Phase indicator.

In 2012, in key stage 2, pupils' performance at the expected level (level 4) generally compares well with that in other similar schools and with that in other schools in the same family. In 2012, the school was in the higher 50% in relation to its performance in English and in the highest 25% in mathematics, although in the lowest 25% in science. In the combined results (the core subject indicator), the school was placed in the top 50% when compared with similar schools. At the higher level (level 5), results were close to the family average in English and science and above in mathematics. The results placed the school in the highest 50% in English and science and the highest 25% in mathematics. In the assessments at level 5, boys as a group did not perform as well as girls in oracy in English. The difference was greater than family and national averages. In other areas in English and in other subjects, boys outperformed girls.

In the assessments in 2012, those not receiving free schools meals performed better than those who received them. The difference in 2012 was greater than the average for Wales and the family. However, in 2011 it was less than these averages.

Appendix 2

Stakeholder satisfaction report

Parent Questionnaires

Twenty parents or carers completed the questionnaire.

All parents or carers say that:

- their child likes school;
- their child was helped to settle in well when he or she started at school;
- pupils behave well in school;
- the teaching is good;
- staff expect their child to work hard and to do their best;
- the homework that is given builds well on what their child learns in school;
- staff treat all children with respect;
- their child is encouraged to be healthy and to take regular exercise;
- their child is safe in school;
- their child receives appropriate additional support in relation to any particular individual need;
- they are comfortable about approaching the school with questions, suggestions or a problem;
- they understand the school's procedures for dealing with complaints;
- the school helps their child to become more mature and to take on responsibility;
- their child is well prepared for moving on to the next school; and
- there is a good range of activities including trips or visits.

Nearly all parents or carers feel that:

- they were satisfied with the school;
- their child is making good progress;
- they are kept well informed about their child's progress; and
- the school is well run.

The views of these parents and carers are generally more positive than the benchmarks for responses from all primary schools inspected in Wales.

Pupil Questionnaires

Fifty-two pupils in key stage 2 completed the pupil questionnaire.

All say that:

- there are lots of chances for regular exercise; and
- they have enough books, equipment and computers to do their work.

Nearly all pupils say that:

- they feel safe in school;
- they are taught to be healthy;
- the teachers and other adults in the school help them to learn and to make progress; and
- they know what to do and whom to ask if they find work hard.

Most pupils think that:

- the school deals with any bullying well;
- they are doing well at school;
- homework helps them to understand and improve their work in school; and
- nearly all children behave well at playtimes and at lunchtimes.

Many pupils think that:

- other children behave well and they can get on with their work.

The views of pupils are generally in line with or slightly more positive than the benchmarks for responses from other primary schools inspected in Wales.

Appendix 3

The inspection team

Peter Mathias	Reporting Inspector
William Glyn Griffiths	Team Inspector
Rhiannon Mary Boardman	Lay Inspector
Kay Susan Ford	Peer Inspector
Sue Witchell	School Nominee

Copies of the report

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

Year groups, the Foundation Phase and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and local authorities.

The following table sets out the age ranges relevant to each year group. For example, Year 1 refers to the group of pupils who reach the age of six and Year 13 is the year group who reach the age of 18 during the academic year.

Primary phase:

Year	N	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	3-4	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The Foundation Phase and key stages cover the following year groups:

Foundation Phase	Nursery, Reception, Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

Glossary of terms – Primary

Foundation Phase indicator (FPI)

Progress in learning through the Foundation Phase is indicated by outcomes (from outcome 1 to outcome 6).

The Foundation Phase indicator (FPI) relates to the expected performance in three areas of learning in the Foundation Phase:

- literacy, language and communication in English or Welsh first language;
- mathematical development; and
- personal and social development, wellbeing and cultural diversity.

By the end of the Foundation Phase, at the age of seven, pupils are expected to reach outcome 5 and the more able to reach outcome 6.

Pupils must achieve the expected outcome (outcome 5) in the three areas above to gain the Foundation Phase indicator.

The core subject indicator (CSI)

Progress in learning through key stage 2 is indicated by levels (level 1 to level 5).

The core subject indicator in key stage 2 relates to the expected performance in the core subjects of the National Curriculum:

- English or Welsh first language;
- mathematics; and
- science

By the end of the key stage 2, at the age of 11, pupils are expected to reach level 4 and more able pupils to reach level 5.

Pupils must gain at least the expected level (level 4) in the three core subjects to gain the core subject indicator.

All-Wales Core Data sets

Inspection reports may refer to a school's performance relative to a family of schools or to schools with a broadly similar proportion of pupils entitled to free school meals.

In relation to free school meals, schools are placed into one of five bands according to the three-year trend in the proportion of pupils entitled to free school meals in the school. The school's performance is then placed into quartiles (from the top 25% to the bottom 25%) in relation to how well it is doing compared with other schools in the same free school meal band.

The Welsh Government created the families of schools (typically a group of 11 schools) to enable schools to compare their performance with that of similar schools across Wales. The composition of the families draws on a number of factors. These include the proportion of pupils entitled to free school meals and the proportion living in the 20% most deprived areas of Wales. They also draw on the proportion of pupils with special education needs at school action plus or with a statement of special educational needs, and pupils with English as an additional language.