



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

A report on

**Ysgol Henblas
Llangristiolus
Bodorgan
Anglesey
LL62 5DN**

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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Context

Ysgol Henblas is situated in the village of Llangristiolus on the outskirts of Llangefni. It is maintained by Anglesey local authority. There are 82 pupils between 4 and 11 years old on roll and they are taught in four classes.

Approximately 4% of pupils are eligible for free school meals, and this is significantly lower than the national percentage. Approximately 17% of pupils are on the additional learning needs register and very few have a statement of special educational needs. Approximately 82% of pupils come from Welsh-speaking homes.

The current headteacher began in post in September 2015. The school was last inspected in November 2009, and many of the teachers are new to their posts since that time. There has been significant instability in the school's staffing over the last two years.

The individual school budget per pupil for Ysgol Henblas in 2016-2017 is £4,069. The maximum per pupil in primary schools in Anglesey is £13,429 and the minimum is £2,902. Ysgol Henblas is in 32nd place of the 47 primary schools in Anglesey in terms of the school budget per pupil.

Summary

| | |
|---|-----------------------|
| The school's current performance | Adequate |
| The school's prospects for improvement | Unsatisfactory |

Current performance

The school's current performance is adequate because:

- A majority of pupils make beneficial progress during their time there
- Most pupils have good speaking and listening skills
- Most pupils' numeracy skills are developing well
- Pupils' awareness of the importance of regular exercise and eating and drinking healthily is good
- Purposeful co-operation between all members of staff ensures a supportive learning environment and ensures that pupils feel safe
- Nearly all pupils are polite and well-behaved
- Pupils' attendance levels are good, on the whole
- It is an inclusive community

However:

- A majority of pupils' standards of reading in Welsh and English at the top of the school have not developed soundly enough
- Provision does not challenge pupils purposefully enough to enable them to reach their potential
- The school does not plan purposefully enough to ensure that the principles of the Foundation Phase, the requirements of the Literacy and Numeracy Framework and information and communication technology (ICT) skills are realised in full
- There is no consistency in teaching or the use of assessment and progress-tracking information

Prospects for improvement

The school's prospects for improvement are unsatisfactory because:

- Leaders have not responded quickly enough in the past to ensure that provision has a positive enough effect on pupils' standards
- Staff, governors and pupils are not included when producing the vision for the school, and the headteacher has not shared it successfully with them
- The leadership's strategic role is not robust or effective enough to improve standards or provision
- The leadership has not ensured that national and local priorities, such as the principles of the Foundation Phase or the Literacy and Numeracy Framework, have been considered or delivered successfully
- Governors are too reliant on the information that they receive from the headteacher and do not hold the school to account for its performance effectively

enough

- The school does not have the ability to self-improve without the support of officers from the regional consortium and the local authority
- The school's quality improvement systems are not effective enough
- Many recommendations from the last inspection have not been achieved in full

However:

- Recently, appropriate procedures have begun to try to raise standards of learning and teaching, in addition to developing the role of leaders
- The headteacher's vision has had a positive effect on pupils' wellbeing and developed their awareness of belonging to the local community
- External training and guidance mean that a few teachers are beginning to develop appropriately in their roles as leaders
- Members of the governing body are very supportive of the school and have begun to take part in the self-evaluation process by scrutinising books and conducting learning walks

Recommendations

- R1 Raise the standards of reading of pupils at the top of the school
- R2 Ensure that planning provides regular opportunities for pupils of all ages to develop the full range of literacy, numeracy and information technology skills across the curriculum
- R3 Ensure that both classes at the bottom of the school implement the principles of the Foundation Phase consistently and in line with best practice within the school
- R4 Ensure consistency in teaching, the progress-tracking procedure, and use of assessment information across the school
- R5 Strengthen the strategic role of leaders in all aspects of the school's work, including developing governors' understanding of their roles and responsibilities
- R6 Ensure that leaders implement the school's self-evaluation procedures and improvement plans effectively

What happens next?

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

Main findings

Key Question 1: How good are outcomes?

Adequate

Standards: Adequate

On entry to the school, most pupils have the skills, knowledge and understanding that are close to the expected level for their age. By the end of their time at the school, a majority of pupils make beneficial progress and achieve appropriately. Pupils across the school work purposefully in the classrooms and make sound progress against lesson aims, when time allows. However, on the whole, pupils with additional learning needs do not make enough progress, and those who are more able in key stage 2 do not always achieve as well as they could.

In the Foundation Phase, most pupils communicate confidently when speaking with adults. They express themselves clearly and are very willing to share their experiences and discuss their work. By the end of the phase, a majority of pupils clearly enjoy reading and are able to discuss text that is appropriate for their age and ability. They use a variety of appropriate strategies to read unfamiliar words successfully. A majority give good attention to punctuation in order to make sense of the text. Most pupils at the top of the Foundation Phase present their written work neatly, although they do not always form letters correctly. A majority use a full-stop and capital letters with some consistency. With support, a majority write for different purposes successfully. A good example of this is the way in which pupils write a recipe for a jam sandwich and about a scientific experiment to keep ice lollies colder for longer periods.

In key stage 2, most pupils communicate wholly confidently and with increasing fluency in Welsh and English. The youngest pupils in the key stage make good progress in their reading and a majority read clearly and with expression. They discuss the content of their books sensibly and name a wide variety of books by their favourite authors. However, by the end of key stage 2, pupils do not make as much progress. Nearly all pupils read mechanistically and they are very reluctant to discuss the content of their books in both languages. Nearly all find information from a variety of sources, but they do not use their higher order reading skills effectively to find messages that are implied in text. Most pupils make competent progress in their writing skills in both languages. By the end of the key stage, a majority spell words of which they have had experience correctly and they begin to choose words and phrases to create effect. Many use an appropriate form and vocabulary when writing for different audiences. A good example of this is the way in which they write a letter to the County Council to complain about traffic outside the school and produce a newspaper article to announce the birth of Jesus Christ. However, across key stage 2, pupils do not write pieces that are extended or challenging enough.

Most pupils in the Foundation Phase show a secure grasp of number facts. They use this knowledge effectively to solve number problems in their activities when using standard units to fill medicine bottles in the veterinary surgery, for example. They apply their skills in measuring, shape and data handling tasks with increasing accuracy. A majority of pupils gather, analyse and present information in the form of

graphs effectively, for example when researching in which term the children have their birthdays. Most pupils in key stage 2 use an adequate variety of strategies when solving mathematical problems mentally and in writing. Many make appropriate use of their data handling skills in design and technology lessons when recording the results of investigations. A good example of this is the way in which they find the mode, median and range when comparing the distance of shooting a projectile from a catapult. They use mathematical language with increasing accuracy when discussing their work. However, pupils across key stage 2 do not use and apply their numeracy skills frequently enough or to the expected level across a number of other areas of the curriculum.

Most pupils at the bottom of the Foundation Phase develop a full range of information and communication technology (ICT) skills and use them purposefully. They use these skills confidently across the areas of learning. A good example of this is the way in which they create graphs to show how many millilitres of ice lollies have melted in four places with different temperatures. However, pupils' ICT skills in the rest of the school do not build on this firm foundation. Many pupils in key stage 2 develop their research skills safely on the internet and present the information well in the form of a poster or presentation. A good example of this is the way in which they have researched cities in Europe and their football stadiums, and presented the information in the form of a multimedia presentation. However, pupils do not produce or use databases to analyse information or to follow specific lines of enquiry, and most do not have a competent understanding of how to use spreadsheets when modelling.

Over the last four years, the school's performance at the expected outcomes in the Foundation Phase in literacy and mathematical development has slipped, moving it from the top 25% to the lower 50% in comparison with similar schools in both areas of learning. Over the same period, the school's performance at the higher than expected outcomes has varied greatly in both areas of learning.

At the end of key stage 2 over the same period, in general, the school's performance at the expected levels in Welsh and mathematics has varied greatly, moving it between the top 25% and the bottom 25% of similar schools. In English, performance has placed the school consistently either in the lower 50% or the bottom 25%, while performance in science has placed it in the bottom 25%. In general, performance at the higher levels in English, mathematics and science has varied greatly, moving the school between the top 25% and the bottom 25% of similar schools, and placing it in the lower 50% consistently in Welsh.

In general, over the last four years, there has been no significant pattern of difference between the performance of boys and girls in terms of the proportion who attain the expected outcome, the higher outcomes or the higher levels. However, in general, over the same period, girls perform better than boys at the expected level in English, Welsh and science.

As so few pupils are eligible for free school meals, it is not reliable to compare their performance with that of their peers.

Wellbeing: Good

Nearly all pupils enjoy coming to school and feel completely safe there. Nearly all pupils are very well behaved and are polite and welcoming towards each other, adults and visitors. Pupils are very caring towards each other and treat others with respect in lessons and during playtime. This is one of the school's strengths.

Most pupils have a strong awareness of the importance of eating healthily, drinking water and keeping healthy, and they are able to explain the effect of this and exercise on their health well. Most pupils take part in a good range of physical exercise activities that contribute effectively towards their fitness levels.

A majority of pupils show positive attitudes towards their work and work diligently for extended periods of time. However, pupils' skills in working independently and being responsible for their own learning are only just beginning to develop. Pupils do not contribute towards choosing what they learn.

Members of the school council are enthusiastic and industrious. A good example of their work is the way in which they arrange 'Cymru Cŵl' week, where their peers are given an opportunity to celebrate their Welshness. Members also organise fundraising activities for a number of charities, and this has a positive effect on their awareness of the needs of others who are less fortunate. Pupils contribute extensively to the community and play a leading part in local social events, such as Eisteddfodau and concerts.

On the whole, the school's attendance percentage is good and has placed the school in the upper 50% of similar schools in three of the last four years. No pupils have been excluded over the same period, and the school's percentage of frequent absences is very low. Nearly all pupils arrive at school punctually.

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|---|
| Key Question 2: How good is provision? |
|---|

| |
|-----------------|
| Adequate |
|-----------------|

Learning experiences: Unsatisfactory

On the whole, the school provides learning experiences that are based on themes that engage the interest of a majority of pupils appropriately. In general, experiences in key stage 2 meet the requirements of the National Curriculum and religious education appropriately. However, the quality of planning to deliver the principles of the Foundation Phase is very inconsistent across this phase. Provision for the older half of the Foundation Phase does not provide rich experiences that meet the principles of the Foundation Phase, and there are no long-term plans to ensure achievement over a specific period. Although fortnightly plans have been in place for little over a month, which include suitable experiences for pupils, classroom activities do not correspond with the written objectives that are identified in the plans. As a result, classroom organisation does not provide continuous provision or enhanced provision. Provision does not provide opportunities for pupils to develop as independent learners either, and there is not enough use of the outdoor area.

The school has been very slow to respond to implementing the Literacy and Numeracy Framework. The school has not begun to map literacy across the school

or include it in its plans. The Foundation Phase has begun to implement the requirements of the Numeracy Framework purposefully, and the effect of this can be seen in pupils' work. However, there is no purposeful planning for a range of numeracy skills at the correct level in key stage 2. Planning to develop pupils' ICT skills is inconsistent and, as a result, many pupils are not given opportunities to develop the full range of skills.

As schemes of work are not comprehensive, the school does not ensure that pupils develop their skills systematically enough as they move forward from one year to the next. This limits the opportunities for pupils to attain the higher levels.

Provision ensures that pupils' oral skills across the school are developing well. Provision to develop pupils' reading skills is uneven. In the Foundation Phase and at the beginning of key stage 2, good provision has a positive effect on pupils' standards of reading. However, provision for the school's older pupils is not rigorous enough and, as a result, pupils do not make adequate progress in their reading skills at the top of the school. On the whole, provision to develop pupils' writing skills is appropriate, but there are few opportunities for pupils to write extended and challenging enough pieces across the curriculum.

Provision to promote pupils' understanding of their history, culture and traditions is very robust. Activities, such as visits to local wild bird habitats and studies of the work of Welsh artists and poets, enrich pupils' experiences effectively.

The school provides valuable experiences to promote pupils' awareness of sustainability issues through the work of the eco committee, which encourages pupils to save energy and grow produce in the school's garden. Experiences to foster pupils' understanding of being global citizens are developing suitably. An example of this is the opportunity pupils are given to study life in Africa and the work of the 'Water Aid' charity.

Teaching: Adequate

All teachers manage pupils' behaviour successfully and ensure that there is a lovely relationship between staff and pupils. One of the school's strengths is the caring ethos in all classes, and this fosters respect towards others effectively. Teachers have sound subject knowledge and ensure that there is effective co-operation between them and the assistants on the classroom floor. All staff model the Welsh language effectively and this has a positive effect on the oral standards of all pupils. Teachers remind pupils of previous learning in many lessons and provide purposeful opportunities for pupils to work in pairs and small groups.

However, the standard of teaching is inconsistent across the school and a majority of staff over-direct pupils and provide too much for them. As a result, there is not an appropriate emphasis between tasks that are led by the teacher and those in which pupils are able to make their own choices. Overuse of worksheets in a few classes, in addition to frequent use of writing guides in around half of lessons, means that more able pupils are not challenged sufficiently. Where teaching is not at its best, presentations are too long, lessons have a slow pace and, as a result, pupils do not make enough progress.

Assessment for learning strategies are beginning to develop appropriately throughout the school. Pupils play a part in the process by discussing and agreeing on lessons' success criteria. Teachers mark pupils' work regularly and praise them for their efforts, although comments do not always identify clearly enough what they need to do in order to improve their work.

Recently, the school has developed appropriate systems for tracking pupils' progress, and teachers are beginning to use them suitably. However, it is too early to measure the effect of this on pupils' standards and progress. Parents receive valid information about their children's achievements and wellbeing, and annual reports meet statutory requirements.

Care, support and guidance: Adequate

The school is a happy and caring community in which nearly all pupils feel safe. Through its procedures and policies, the school promotes pupils' social, moral and spiritual development effectively. Collective worship sessions reinforce these values successfully. The school also promotes pupils' spiritual development by providing beneficial opportunities for them to reflect and remember others. The school has a successful variety of opportunities to increase pupils' fitness levels, which include physical activities and sport clubs. The school has appropriate arrangements for eating and drinking healthily and ensuring that pupils understand the importance of keeping fit. The school's arrangements for safeguarding pupils meet requirements and are not a cause for concern.

The school works closely with a variety of external agencies, which promotes the wellbeing of the most vulnerable pupils successfully. They include an educational psychologist, the local hospital's health department, the police and social services.

Pupils with additional learning needs have full access to the curriculum and all of the school's activities, and staff identify their needs at an early stage. However, provision for these pupils, and the way in which the school measures their progress, are not rigorous enough. As a result, pupils with additional learning needs have not yet made enough progress. However, staff have now begun to include parents and pupils in the process of setting targets in individual education plans, but this has not had enough time to become embedded to ensure that it has a positive effect on their progress.

Learning environment: Good

The school is a happy and homely community with an intrinsically Welsh feel. One of the school's strengths is the supportive relationship between adults and pupils. As a result, nearly all pupils trust the staff and feel safe. The school encourages all pupils to take responsibility for treating other people fairly, and they respond very positively to this. The school's procedures promote equality and equal access for all pupils robustly. This ensures that no pupils suffer because of disadvantage.

The classrooms and walls around the school are attractive and organised, and include a variety of displays of acceptable quality. On the whole, the school has a beneficial supply of resources to deliver the curriculum. The building and grounds

are kept clean and the site is accessible to all. However, the upper part of the Foundation Phase does not make purposeful enough use of the outdoor area to enrich pupils' experiences.

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

Leadership: Unsatisfactory

On the whole, leaders have responded far too slowly in the past to ensure that provision has a positive enough effect on pupils' standards. Following intensive support and guidance from officers from the regional consortium and the local authority over the last two years, the school's management and leadership have improved. Leaders have begun to implement appropriate procedures recently to try to raise standards of learning and teaching, in addition to developing the role of leaders. However, they have not yet had enough time to become embedded and have a significant effect.

The headteacher has an extensive vision that is based on creating a happy, caring, safe and inclusive environment in which all children can meet their full potential, develop self-confidence, independence, bilingualism and a sense of belonging to the community. However, he has not included staff or pupils in producing that vision, and has not shared it successfully enough to enable it to become embedded and have a positive effect on the school's life and work. Although the emphasis on pupils' wellbeing and the importance of belonging to the community are prominent features, aspects of developing independence and fulfilling potential have not become such a core feature of provision.

Training and guidance from external agencies mean that a very few teachers are beginning to develop appropriately in their roles as leaders. As a result, they are beginning to contribute purposefully to evaluation and monitoring activities and setting a direction for the school within their areas of responsibility. However, this has not yet developed robustly enough.

An ethos of purposeful co-operation is developing between the current leaders and the rest of the staff. However, this has not had enough time to have a positive effect on important aspects of school life that are in need of improvement. For example, because leaders do not monitor provision purposefully and accurately enough, or share findings clearly enough, teachers and governors are not aware enough of the issues that need to be improved urgently. In addition, leaders have not ensured that provision addresses the needs of pupils of all abilities in full.

The school has not responded quickly or purposefully enough to national and local priorities over a number of years. While the school has responded robustly very recently to numeracy requirements across the areas of learning in the Foundation Phase, this is not as effective in key stage 2. Similarly, the school's plans are very slow to promote the principles of the Foundation Phase and use of ICT across the curriculum.

Governors are very supportive of the school's work, but have been too slow to develop their roles and understand their responsibilities in full. Relatively recently, a

few have begun to take part in the self-evaluation process by scrutinising pupils' books, and the chair has taken part in a general learning walk to experience the school's atmosphere. However, they are too reliant and the information that they receive from the headteacher. Their understanding of the school's performance is too superficial to enable them to hold leaders to account effectively enough for its standards, provision and the standard of leadership. Their contribution to producing the self-evaluation report and setting priorities for improvement is limited. They have also not ensured that many of the recommendations from the previous inspection have been achieved in full.

Slowness in taking action hinders progress in terms of ensuring good standards, consistency in provision and the effectiveness of leadership.

Improving quality: Unsatisfactory

Self-evaluation procedures and school improvement plans have not been effective over recent years. However, with intensive support from officers from the regional consortium and the local authority, the school has now put a range of appropriate self-evaluation procedures in place. These include analysing pupils' performance data, scrutinising their work, lesson observations and seeking the views of pupils and parents. By doing so, the headteacher is beginning to develop a better understanding of standards and quality of provision. However, the headteacher has not shared responsibilities with leaders at all levels to enable them to contribute effectively enough to evaluation and monitoring activities and setting a direction for the school within their areas of responsibility. As a result, these procedures do not have a positive enough effect on standards or provision.

Although the self-evaluation report identifies a few positive areas in the school's work, these are not always accurate. Although the school identifies issues that require attention in the future at the end of each section, it does not identify all of the important issues that need to be developed urgently. For example, it does not refer clearly enough to the inconsistency in standards of reading, the shortcomings in provision for pupils with additional learning needs, or the shortcomings in strategic leadership.

On the whole, there is an appropriate link between the school's findings in terms of issues that need to be developed and priorities in the current improvement plan. Although the self-evaluation report also identifies a number of other areas for improvement, they have been prioritised and not all appear as specific priorities.

The current improvement plan is of appropriate quality and includes suitable elements in terms of accountability, and quantitative targets helps governors to be able to hold the school to account for its performance. Very recently, the school has begun to develop its ability to track progress and identify the effect of implementing the priorities in the improvement plans more systematically. Leaders are beginning to evaluate the effect of any actions on standards and identify the next actions to ensure further progress. However, there is no clear evidence of the effect of any previous procedures on standards, provision or leadership.

Partnership working: Adequate

The school works successfully with a wide range of partners. This has a beneficial effect on pupils' wellbeing and extends their learning experiences appropriately. However, they are not yet having enough of an effect on standards or provision.

There are beneficial links with parents. As a result, they are very supportive of school life. The school communicates effectively with parents through regular letters and a social website. The parent teacher association supports the school enthusiastically by raising significant amounts of money each year. This has enabled the school to purchase additional resources, such as tablet computers and reading books. A number of parents give of their time regularly to run extra-curricular clubs that enrich pupils' experiences.

The school has beneficial links with the community through a close link with the local church. Examples of this include pupils conducting occasional services there, and the priest is a regular visitor to the school. There is a valuable partnership with the Urdd, which conducts its activities at the school. This expands pupils' experiences successfully and encourages them to compete in local and national competitions.

Useful co-operation between the school and the local playgroup ensures that pupils settle well on entry to the school. Similarly, through effective transition arrangements with the local secondary school, older pupils transfer smoothly to the next step in their education. Teachers work purposefully with schools in the catchment area and the secondary school to moderate pupils' work in the core subjects. This contributes towards beginning to improve teachers' understanding of the expected standards.

The school has benefited greatly from the intensive, supportive partnership between the regional consortium and the local authority over a specific period of time. However, it is too early to see the effect of this on standards, provision and leadership.

Beneficial co-operation with a range of external agencies, which focuses on health, relationships and counselling, means that the school responds purposefully to the varying needs of most of its pupils.

Resource management: Adequate

The school has an appropriate number of qualified staff to provide a curriculum that engages the interest of a majority of pupils successfully. Leaders deploy learning assistants appropriately. As a result, they make a valuable contribution in the classrooms. Arrangements to provide planning, preparation and assessment time for teachers meet statutory requirements. However, leaders have not monitored the effect of this work rigorously enough to discover its effect on provision, particularly in terms of planning. Performance management processes lead appropriately to suitable training opportunities that are based on the school's priorities for improvement; for example, recent training on developing numeracy in the Foundation Phase has had a positive effect on pupils' progress in this area.

The school has a good range of good quality resources and, on the whole, they are managed purposefully to ensure that pupils have full access to all aspects of the curriculum. However, leaders do not monitor the use of the outdoor area in the Foundation Phase effectively enough. As a result, the principles of the Foundation Phase are not implemented in full.

The school works appropriately within learning networks. This is beginning to contribute effectively towards developing the school's middle management, particularly in terms of developing the responsibilities of the additional learning needs co-ordinator.

Leaders make appropriate use of the small amount of funding from the Pupil Deprivation Grant to improve the wellbeing of vulnerable pupils successfully.

The headteacher and governors monitor expenditure regularly and carefully. Considering this and pupils' standards and achievement, the school provides adequate value for money.

Appendix 1: Commentary on performance data

6602156 - Ysgol Henblas

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|--|-------------|
| Number of pupils on roll | 101 |
| Pupils eligible for free school meals (FSM) - 3 year average | 3.7 |
| FSM band | 1 (FSM<=8%) |

Foundation Phase

| | 2013 | 2014 | 2015 | 2016 |
|--|-------|-------|------|-------|
| Number of pupils in Year 2 cohort | 11 | 8 | 15 | 14 |
| Achieving the Foundation Phase indicator (FPI) (%) | 100.0 | 100.0 | 86.7 | 78.6 |
| Benchmark quartile | 1 | 1 | 4 | 4 |
| Language, literacy and communication skills - English (LCE) | | | | |
| Number of pupils in cohort | * | * | * | * |
| Achieving outcome 5+ (%) | * | * | * | * |
| Benchmark quartile | * | * | * | * |
| Achieving outcome 6+ (%) | * | * | * | * |
| Benchmark quartile | * | * | * | * |
| Language, literacy and communication skills - Welsh (LCW) | | | | |
| Number of pupils in cohort | 11 | 8 | 15 | 14 |
| Achieving outcome 5+ (%) | 100.0 | 100.0 | 86.7 | 78.6 |
| Benchmark quartile | 1 | 1 | 4 | 4 |
| Achieving outcome 6+ (%) | 27.3 | 50.0 | 60.0 | 28.6 |
| Benchmark quartile | 3 | 1 | 1 | 3 |
| Mathematical development (MDT) | | | | |
| Number of pupils in cohort | 11 | 8 | 15 | 14 |
| Achieving outcome 5+ (%) | 100.0 | 100.0 | 86.7 | 78.6 |
| Benchmark quartile | 1 | 1 | 4 | 4 |
| Achieving outcome 6+ (%) | 45.5 | 50.0 | 46.7 | 21.4 |
| Benchmark quartile | 1 | 1 | 2 | 4 |
| Personal and social development, wellbeing and cultural diversity (PSD) | | | | |
| Number of pupils in cohort | 11 | 8 | 15 | 14 |
| Achieving outcome 5+ (%) | 100.0 | 100.0 | 93.3 | 100.0 |
| Benchmark quartile | 1 | 1 | 4 | 1 |
| Achieving outcome 6+ (%) | 45.5 | 62.5 | 80.0 | 78.6 |
| Benchmark quartile | 3 | 3 | 2 | 2 |

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.

6602156 - Ysgol Henblas

| | |
|--|-------------|
| Number of pupils on roll | 101 |
| Pupils eligible for free school meals (FSM) - 3 year average | 3.7 |
| FSM band | 1 (FSM<=8%) |

Key stage 2

| | 2013 | 2014 | 2015 | 2016 |
|---|-------|------|------|-------|
| Number of pupils in Year 6 cohort | 12 | 14 | 19 | 16 |
| Achieving the core subject indicator (CSI) (%) | 91.7 | 92.9 | 84.2 | 93.8 |
| Benchmark quartile | 3 | 3 | 4 | 3 |
| English | | | | |
| Number of pupils in cohort | 12 | 14 | 19 | 16 |
| Achieving level 4+ (%) | 91.7 | 92.9 | 89.5 | 87.5 |
| Benchmark quartile | 3 | 3 | 4 | 4 |
| Achieving level 5+ (%) | 50.0 | 50.0 | 31.6 | 37.5 |
| Benchmark quartile | 2 | 2 | 4 | 4 |
| Welsh first language | | | | |
| Number of pupils in cohort | 12 | 14 | 19 | 16 |
| Achieving level 4+ (%) | 91.7 | 92.9 | 89.5 | 100.0 |
| Benchmark quartile | 2 | 3 | 3 | 1 |
| Achieving level 5+ (%) | 33.3 | 35.7 | 36.8 | 37.5 |
| Benchmark quartile | 3 | 3 | 3 | 3 |
| Mathematics | | | | |
| Number of pupils in cohort | 12 | 14 | 19 | 16 |
| Achieving level 4+ (%) | 100.0 | 92.9 | 89.5 | 100.0 |
| Benchmark quartile | 1 | 3 | 4 | 1 |
| Achieving level 5+ (%) | 50.0 | 71.4 | 47.4 | 31.3 |
| Benchmark quartile | 2 | 1 | 3 | 4 |
| Science | | | | |
| Number of pupils in cohort | 12 | 14 | 19 | 16 |
| Achieving level 4+ (%) | 91.7 | 92.9 | 84.2 | 93.8 |
| Benchmark quartile | 4 | 4 | 4 | 4 |
| Achieving level 5+ (%) | 41.7 | 50.0 | 47.4 | 37.5 |
| Benchmark quartile | 3 | 2 | 3 | 4 |

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 the total of all responses to date since September 2010.

| | Number of responses Nifer o ymatebion | | Agree Cytuno | Disagree Anghytuno | |
|---|--|--|-----------------|-----------------------|--|
| I feel safe in my school. | 36 | | 36 100% | 0 0% | Rwy'n teimlo'n ddiogel yn fy ysgol. |
| | | | 98% | 2% | |
| The school deals well with any bullying. | 36 | | 33 92% | 3 8% | Mae'r ysgol yn delio'n dda ag unrhyw fwlio. |
| | | | 92% | 8% | |
| I know who to talk to if I am worried or upset. | 36 | | 36 100% | 0 0% | 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 | 36 | | 32 89% | 4 11% | 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. | 36 | | 26 72% | 10 28% | Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd. |
| | | | 96% | 4% | |
| I am doing well at school | 36 | | 36 100% | 0 0% | 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. | 36 | | 36 100% | 0 0% | 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. | 36 | | 35 97% | 1 3% | 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. | 36 | | 33 92% | 3 8% | 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. | 36 | | 26 72% | 10 28% | 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. | 36 | | 29 81% | 7 19% | 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 | 36 | | 31 86% | 5 14% | 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 the total of all responses to date 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. | 24 | 2 8% | 17 71% | 5 21% | 0 0% | 0 | Rwy'n fodlon â'r ysgol yn gyffredinol. |
| | | 62% | 34% | 3% | 1% | | |
| My child likes this school. | 24 | 14 58% | 9 38% | 1 4% | 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. | 24 | 9 38% | 15 62% | 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. | 24 | 6 25% | 13 54% | 2 8% | 0 0% | 3 | Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol. |
| | | 61% | 35% | 3% | 1% | | |
| Pupils behave well in school. | 22 | 5 23% | 13 59% | 3 14% | 0 0% | 1 | Mae disgyblion yn ymddwyn yn dda yn yr ysgol. |
| | | 47% | 48% | 4% | 1% | | |
| Teaching is good. | 24 | 1 4% | 18 75% | 3 12% | 0 0% | 2 | Mae'r addysgu yn dda. |
| | | 61% | 37% | 2% | 1% | | |
| Staff expect my child to work hard and do his or her best. | 23 | 3 13% | 18 78% | 1 4% | 0 0% | 1 | 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. | 24 | 0 0% | 12 50% | 4 17% | 4 17% | 4 | 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. | 24 | 5 21% | 12 50% | 2 8% | 0 0% | 5 | 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. | 24 | 6 25% | 14 58% | 2 8% | 0 0% | 2 | 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. | 24 | 8 33% | 16 67% | 0 0% | 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'. | 24 | 2 8% | 12 50% | 2 8% | 1 4% | 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. | 24 | 1 4% | 15 62% | 6 25% | 1 4% | 1 | Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn. |
| | | 48% | 41% | 9% | 2% | | |
| I feel comfortable about approaching the school with questions, suggestions or a problem. | 24 | 6 25% | 16 67% | 2 8% | 0 0% | 0 | Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem. |
| | | 62% | 31% | 5% | 2% | | |
| I understand the school's procedure for dealing with complaints. | 24 | 4 17% | 13 54% | 2 8% | 1 4% | 4 | Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion. |
| | | 48% | 42% | 8% | 2% | | |
| The school helps my child to become more mature and take on responsibility. | 23 | 5 22% | 16 70% | 1 4% | 0 0% | 1 | Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb. |
| | | 57% | 40% | 2% | 0% | | |
| My child is well prepared for moving on to the next school or college or work. | 24 | 3 12% | 12 50% | 1 4% | 2 8% | 6 | Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith. |
| | | 52% | 41% | 5% | 1% | | |
| There is a good range of activities including trips or visits. | 24 | 5 21% | 15 62% | 3 12% | 1 4% | 0 | Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau. |
| | | 53% | 39% | 6% | 1% | | |
| The school is well run. | 24 | 2 8% | 14 58% | 4 17% | 2 8% | 2 | Mae'r ysgol yn cael ei rhedeg yn dda. |
| | | 61% | 34% | 4% | 2% | | |

Appendix 3

The inspection team

| | |
|-----------------------------|---------------------|
| Mr Maldwyn Pryse | Reporting Inspector |
| Mrs Rhian Jones | Team Inspector |
| Mr David Owen Jenkins | Lay Inspector |
| Mr Paul Thomas | Peer Inspector |
| Mr Rhys Hearn (Headteacher) | 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.