



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

**Report following monitoring
Level of follow-up: Significant Improvement**

**Henllys CIW Primary School
Ty Canol Way
Cwmbran
Torfaen
NP44 6JA**

Date of visit: June 2018

by

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

Outcome of visit

Henllys CIW Primary School is judged to have made sufficient progress in relation to the recommendations following the most recent core inspection.

As a result, Her Majesty's Chief Inspector of Education and Training in Wales is removing the school from the list of schools requiring significant improvement.

Progress since the last inspection

R1. Develop pupils' ability to apply their numeracy skills across the curriculum

Since the core inspection, the school has improved its provision for developing pupils' numeracy skills across the curriculum, which is having a positive effect on their standards. Following a thorough review of the school's planning processes, all teachers ensure that pupils experience an appropriate range of numeracy activities over time. Teachers now track pupils' skills development effectively using the literacy and numeracy framework. This enables them to identify where pupils need more practice to embed their skills, and to plan purposefully to meet their needs. Teachers provide at least one planned opportunity each week for pupils to apply their numeracy skills in different contexts, and teachers ensure that tasks provide sufficient challenge for all pupils, including the more able. For example, in Year 6, most pupils use their number skills successfully to work out a budget for a trip to the Football World Cup within a budget of £3,000. They calculate the costs of flights, hotel rooms and match tickets, and convert the amount from pounds sterling to roubles successfully. More able pupils compare the costs of different hotels and flights, decide how much to spend on meals and re-calculate the cost of the trip after applying a 10% discount.

Nearly all teachers place a worthwhile focus on developing pupils' data-handling skills and this is having a positive effect on their outcomes. For example, in Year 3, most pupils extend their understanding of how to collect and process information successfully when they count how many different mini-beasts they find in the outdoor area. They record their findings quickly using tally charts, before converting these into bar graphs in order to show clearly which mini-beasts were most numerous.

The numeracy co-ordinator and senior leaders monitor the school's plans and provision effectively, and provide teachers with constructive feedback. Staff have benefited from training provided by the regional consortium and opportunities to observe good practice in other schools. These activities have developed staff confidence, raised expectations and improved the quality of teaching. As a result, teachers provide meaningful and engaging opportunities for pupils, which have led to improved standards in numeracy. For example, teachers have introduced a 'numeracy week' each term where pupils consolidate the skills they have been

learning in their mathematics lessons in meaningful situations. Pupils are enthusiastic about these activities and apply themselves well in completing their tasks. For instance, in Year 6, pupils use their multiplication, division and measuring skills effectively to build scale models of Anderson shelters as part of their 'Time Detectives' topic.

R2. Raise standards in ICT in key stage 2 and improve pupils' Welsh language skills across the school

The school has improved planning and provision for ICT and Welsh, and now involves pupils more meaningfully in their own learning. Teachers have benefited from training and collaborative working, which has raised their confidence and the quality of their teaching in both these subjects. Teachers have high expectations of pupils in terms of the standards they achieve. There is now a positive work ethos in the school, with evidence of both Welsh and ICT being highly visible in displays and in the activities that pupils undertake throughout the day. This has raised pupils' standards in ICT in key stage 2 and is beginning to have a positive effect on their standards in Welsh across the school.

The school's provision for developing ICT supports pupils' learning well. The school has raised funds to purchase enough tablet computers for pupils to use regularly in their lessons. As a result, most pupils use them confidently and skilfully. For example, pupils in Year 5 use a Welsh language dictionary application to support them in writing promotional leaflets for a local place of interest. Pupils have regular access to the computer suite, which they use purposefully to learn and practise new skills.

Teachers work together effectively across year groups and plan methodically using an ICT skills framework as a guide. This ensures that they cover the full range of ICT skills effectively over time. As a result, pupils build on their skills systematically as they move through the school, and make effective progress in using the different strands of the subject confidently. For example, by Year 6, pupils consider the reliability of websites when they carry out research. They create their own databases and place information in the appropriate fields. More able pupils sort information by different characteristics confidently and analyse it skilfully. Across the school, pupils and teachers use Hwb effectively to access, share and store their work.

Through useful initiatives such as the Welsh word of week, 'tocyn iaith', playground games, and the enthusiastic work of the Criw Cymraeg, the Welsh language has a high profile and is evident throughout the school. There have been clear improvements in the way that staff teach Welsh, including the purposeful use of interactive games and discussion cards to encourage pupils to practise and extend their oracy skills. Teachers are beginning to track pupils' Welsh language skills methodically to encourage them to build on their skills progressively. However, this is a new initiative for the school, and has not yet embedded enough to ensure that it is effective. The school has worked hard to support pupils in asking and answering

questions that allow them to engage in simple conversations. As a result, pupils are developing their confidence appropriately.

Around the school, most pupils use simple Welsh words, phrases and language patterns appropriately. Pupils make suitable progress in developing their speaking skills as they move into key stage 2. For example, they develop a wider vocabulary, use the past tense and give positive and negative answers to questions. The school has introduced a revised scheme of work in key stage 2 that supports pupils' reading and writing skills successfully. Many pupils read prepared texts well and with reasonable understanding. They write for a variety of purposes across the curriculum. For example, Year 5 pupils use past and present tenses appropriately, and the negative form accurately, when they compare schools in the Victorian era with schools of today.

R3. Improve pupils' attendance

The school has implemented a range of worthwhile procedures that have raised pupils' and parents' awareness of the importance of regular attendance. For example, the school council has taken a lead on developing rewards for good attendance. These include awarding certificates to individuals in the school assembly and giving the class with the highest weekly attendance rate the chance to look after 'Coco the bear' for the coming week. As a result of these new initiatives, pupils' attendance and punctuality have improved.

The headteacher works closely with the school's administrative officer to establish and implement effective procedures for monitoring pupils' attendance regularly. This includes a beneficial focus on more vulnerable pupils. They follow the school's attendance policy closely and take appropriate action regularly and systematically when any pupil's attendance rate falls below 95%. Teachers share information about individual pupils' attendance with parents in their school reports, twice a year.

R4. Provide strategic management that is robust and effective

The local authority has supported the school well by appointing an experienced interim executive headteacher with highly effective leadership and management skills. She works effectively with the chair of governors, the governing body, staff and parents to set a clear strategic direction for the school that focuses effectively on improving outcomes for all pupils. As a result, all staff are highly motivated and work well within a productive environment that recognises their achievements and encourages them to give of their best at all times.

Leaders have a strong, shared vision in terms of the direction and work of the school. Governors have an in-depth knowledge of school processes through taking part in regular learning walks, lesson observations and work scrutiny. They use the information they gather from this purposefully to ensure that they challenge leaders

effectively to secure that the school improves, especially in relation to the way it develops pupils' key skills.

Following a rigorous self-evaluation of their work, governors have established a set of useful sub-committees with clear remits that focus well on analysing data and identifying key points for strategic planning. Individual members focus appropriately on specific post-inspection recommendations. Leaders, managers and pupils make regular and purposeful contributions to governing body meetings to explain the progress the school has made in specific areas of its work. Pupils and governors also conduct joint learning walks, and digital leaders have facilitated workshops for members of the school's performance and improvement group. As a result, the governors' ability to monitor standards and quality of provision across the school has developed well.

All leaders have an improved understanding of their strategic role. The considerable pace of change has been integral to the successful management and implementation of the post inspection action plan. Leaders have developed a significant and well-established culture of collaboration amongst all staff and value each team member's individual experience, knowledge and capacity to lead improvement. They embrace new challenges enthusiastically, support each other well to overcome barriers and have high expectations of themselves and the pupils.

The executive headteacher has worked closely with the newly appointed deputy headteacher in re-visiting the school's mission statement, aims and values. They continue to work effectively to include all stakeholders in the strategic management of the school. Together, they have developed clear and effective lines of communication and ensure that they inform parents regularly of key issues that may affect their child. As a result, parents make valuable contributions to their children's education and support the school well in improving pupils' attendance rates.

The deputy headteacher and teachers with additional leadership responsibilities meet regularly and play a key role in school improvement planning. They lead their areas of responsibility well, which has resulted in strong progress in improving the quality of provision and pupils' standards. All staff meet on a weekly basis to share important information about day to day activities. Teachers' weekly meetings have a clear focus on the targets outlined in the post inspection action plan and ensure that outcomes for pupils is the main consideration when monitoring and evaluating progress. They have an agenda and detailed minutes and actions which provide staff with a clear understanding of the school's priorities and what they need to focus upon to bring about the desired improvements.

R5. Ensure that performance management arrangements meet statutory requirements and link to school priorities

The executive headteacher has introduced effective performance management procedures for all teachers, senior managers and support staff. These procedures

are rigorous, meaningful and meet statutory requirements. They focus well on the revised job descriptions that provide staff with a clear understanding of their roles, and make clear reference to their strengths and areas for improvement. The school ensures that all staff have appropriate performance objectives and valuable professional learning opportunities that are costed appropriately and match key targets in the school development plan. For example, staff have received valuable training in developing pupils' numeracy skills and apply these strategies effectively in their teaching.

The executive headteacher monitors the work of teachers regularly through observing a sample of their lessons, monitoring their planning, scrutinising pupils' work, and analysing performance data closely. Formal feedback meetings provide valuable opportunities for staff to discuss their strengths and areas for development. This informs a well-planned programme for training and development. Performance management objectives for teachers have a clear focus on provision and challenge them effectively to plan worthwhile opportunities for pupils to ensure that they make sound progress from their starting points. A valuable third objective provides teachers with very purposeful opportunities to develop aspects of their work that are specific to them. This ensures that the school maintains a clear focus on developing a sustainable and self-improving workforce, with a particular focus on research, critical reflection and self-evaluation.

The executive headteacher manages the performance of all the school's learning support assistants well. She engages in regular reviews with them and provides them with feedback that clearly identifies their strengths and suitable objectives for development. Learning support assistants receive high quality professional development opportunities such as courses, mentoring activities and observations of good practice, and are supported well in meeting their objectives by class teachers.

Middle leaders all have leadership roles, and receive valuable opportunities to work collaboratively in supporting the school's performance management procedures. For example, they undertake a series of book scrutiny exercises to improve the quality and consistency of teaching and assessment approaches in all classes. They have visited other schools to observe good practice, raise their expectations of pupils and their understanding of their roles. Performance management arrangements provide very good opportunities for middle leaders to promote and participate in highly effective collaboration with their peers, other schools, parents and the regional consortium.

R6. Improve self-evaluation processes and planning for improvement

The executive headteacher has introduced well-structured and robust procedures for self-evaluation that focus clearly on first-hand evidence. The school's self-evaluation processes provide an accurate account of the nearly all strengths and areas for development. Leaders have a thorough understanding of the impact of provision and

leadership on the standards that pupils achieve. They use this information successfully to identify suitable priorities for improvement.

Self-evaluation activities are co-ordinated effectively by members of the senior leadership team. Senior leaders have specific responsibilities and fulfil their roles effectively and ensure that they involve all stakeholders in the process. Leaders also consider teacher assessments and tracking data on pupils' performance purposefully to identify areas for improvement. This information is used well by the teachers to plan additional support for pupils who are under-achieving and to prioritise training to improve provision. Middle leaders play an active role in self-evaluation and take responsibility for monitoring specific areas of the curriculum well. This has resulted in improving standards of teaching and learning in numeracy, ICT and Welsh.

The governing body, under the effective guidance of an experienced and knowledgeable chairperson, plays an active role in development planning and improving standards. As a result, the governing body now holds the school to account more robustly for the standards of teaching and learning. Members of the school's performance and improvement group take a lead role in developing a well-structured action plan, and monitor its impact very effectively. Senior and middle managers present detailed and accurate reports to governors showing the progress made in meeting the recommendations from the core inspection.

School leaders demonstrate the capacity to implement change and new initiatives to ensure that they succeed in bringing about planned longer-term improvement goals. They have established a good range of sustainable policies and systems to deliver agreed actions and improvements systematically. There is now a clear link between self-evaluation and school improvement planning, which allows leaders to focus fully on improving standards rather than provision.

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