



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

A report on

**Franksbridge C.P. School
Franksbridge
Llandrindod Wells
Powys
LD1 5SA**

Date of inspection: October 2017

by

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

About Franksbridge C.P. School

Franksbridge Primary School is in the village of Franksbridge near Llandrindod Wells in Powys.

There are 38 pupils on roll aged four to eleven. The school has a relatively transient population and cohorts are very small. The school has two mixed-age classes, for foundation phase and key stage 2 pupils. There are two full-time teachers, including the headteacher, and one part-time teacher.

The average proportion of pupils eligible for free school meals over the last three years is around 8%, which is significantly below the national average of 19%. The school identifies about 24% of pupils as having additional learning needs, which is below the national average of 21%. No pupil has a statement of special educational needs. Nearly all pupils are of white British ethnicity. A very few are learning English as an additional language.

The headteacher took up her post in September 2014. The school's last inspection was in June 2013.

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

Summary

Nearly all pupils enjoy coming to school and are very proud of their school. The positive interaction and strong levels of collaboration amongst pupils of all ages are a strong feature. Most pupils' literacy, numeracy, information and communication technology (ICT) and problem solving skills are good. Most pupils make satisfactory progress in developing basic communication skills in Welsh.

All staff expect pupils to work hard and to do their best. As a result, nearly all pupils engage in challenging learning experiences without fear of failure. Teachers provide interesting activities that engage and meet the needs of pupils successfully. The school provides an excellent variety of opportunities for pupils to develop their social, emotional and creative skills. The headteacher provides strong and effective leadership. A dedicated and hardworking team of staff and governors support her well.

Inspection area	Judgement
Standards	Good
Wellbeing and attitudes to learning	Excellent
Teaching and learning experiences	Good
Care, support and guidance	Excellent
Leadership and management	Good

Recommendations

R1 Improve pupils' Welsh oracy skills

R2 Develop opportunities for pupils to make decisions and choices in relation to their learning and whole school matters

What happens next

The school will draw up an action plan to address the recommendations from the inspection.

Estyn will invite the school to prepare a case study on its work in relation to developing pupils' wellbeing, self-esteem and resilience through creative arts projects.

Main findings

Standards: Good

Most pupils start school with skills and understanding around those expected for their age. Most recall their prior learning effectively. They are independent and resilient learners, who tackle new concepts and experiences confidently. By the end of Year 6, nearly all pupils make good progress, including those with additional learning needs and English as an additional language. Pupils who are more able achieve well and reach their potential.

Across the school, nearly all pupils are confident and articulate speakers. They talk proudly about their learning and achievements. Foundation phase pupils happily make presentations to their peers about their interests. Older key stage 2 pupils lead lessons regularly, designing and making their own resources, and setting tasks for their peers.

From an early age, most pupils concentrate for suitable periods of time and across the school nearly all respond well to instructions in English and in Welsh. Nearly all pupils listen respectfully to the views of others and respond in a supportive and constructive manner.

Most older foundation phase pupils read simple texts aloud, using their knowledge of letters and sounds effectively to decipher unfamiliar words. Nearly all pupils in key stage 2 read with enjoyment and expression. They discuss books by their favourite authors eagerly, and make sensible predictions about what might happen next. Most use their reading skills effectively to support their learning, for example when they read mathematical problems or research information related to their topic work.

In the foundation phase, most pupils have a sound awareness of the different forms of writing, for example when writing a description of fruits using their senses, and apply their literacy skills well across areas of learning. Most key stage 2 pupils use their extensive vocabulary well to engage the reader successfully when writing about a murder mystery. Older pupils use the skills they learn in English to good effect in other subject areas. When studying the Tudors, most write interesting diary accounts of life in Tudor times and they record and evaluate scientific experiments succinctly. However, a minority of pupils do not always use basic punctuation well enough to organise their writing.

Most pupils' numeracy skills are developing well across the school. In the foundation phase, many apply their mathematical skills successfully when investigating how long a row of runner beans are when placed end-to-end and how far a potato rolls. In key stage 2, most pupils use various number strategies successfully to solve problems. They use a good range of checking strategies in order to decide whether their answers are correct. Most older pupils transfer their numeracy skills effectively, particularly in their science and history work, for example when using a computer database to work out how old famous Tudors were when they died.

Most pupils make satisfactory progress in developing basic communication skills in Welsh. In the foundation phase, most pupils recall a few words in Welsh suitably,

such as the words for colours, numbers and types of weather. Many understand and respond to simple commands appropriately. Many key stage 2 pupils' Welsh reading and writing skills are developing appropriately. However, too many pupils are not confident to engage in conversation in Welsh, and their vocabulary is limited to simple words and phrases.

Most pupils demonstrate good skills in information and communication technology (ICT). In the foundation phase, many use a satisfactory range of software applications to practise their number skills and to record their learning by taking photographs on a tablet computer. In key stage 2, nearly all pupils use word processing successfully to make colourful information posters to display around the school. Nearly all confidently research information on the internet and present their findings appropriately. Most pupils are developing their understanding of spreadsheets suitably in order to collect, store and manipulate data.

Wellbeing and attitudes to learning: Excellent

Nearly all pupils enjoy coming to school and are very proud of their school. They demonstrate high levels of respect towards each other in classes and on the playground. Most pupils are kind and caring towards each other and this is especially evident at lunchtime through the 'buddy' system, when older pupils serve lunch to, sit with and play games with younger pupils.

Nearly all pupils discuss any concerns they may have on a personal level maturely. As a result, they behave well in lessons and around the school, and display exceptional attitudes to learning. Most pupils demonstrate outstanding levels of self-discipline and apply this to a high standard to their work and when trying new experiences. Nearly all pupils support each other well. They actively encourage others to try something, which takes them out of their comfort zone, in order to develop self-confidence and a sense of achievement. Examples include acting as a narrator and dressing up as a character, when performing in plays for the community and beyond, or writing a musical score as part of a performance. The strong levels of collaboration and positive interaction amongst pupils of all ages are exceptional. Older pupils work together collaboratively to create fun and engaging things for younger pupils to do at break times, such as the creation of an outdoor mathematics trail. As a result, most younger pupils apply and use their problem solving skills effectively. They enjoy posing questions and looking for alternative ways to figure out solutions when working out how quickly water will flow through tubing.

There are warm, caring and respectful working relationships between pupils and staff, and pupils know whom to talk to if they need help or are worried or anxious. As a result, pupils feel safe and highly valued as individuals. Nearly all pupils engage confidently with new people and experiences and persevere well with new learning challenges. From an early age, nearly all pupils are resilient and confident learners, who succeed in overcoming obstacles well. Nearly all have a good understanding of class routines and move between activities calmly. This enables them to settle to their work quickly and to work purposefully.

Nearly all pupils understand the importance of eating healthy food, for example through their involvement in designing healthy cereals and growing vegetables on the school site for their own use. Most pupils understand the benefits of joining in

physical activity to improve their health and wellbeing. They participate enthusiastically in skipping and football at break times, sporting competitions and after school clubs.

All pupils enjoy taking on responsibilities on the school council, eco council and when acting as digital champions or school librarians. Most pupils understand the need to be safe online. Older pupils take a lead role in this area by organising and delivering assemblies to reinforce this message.

Pupils' attendance rates place the school consistently in the top 25% when compared with similar schools. Nearly all pupils are punctual and attend regularly.

Teaching and learning experiences: Good

Teachers' planning is highly effective in developing pupils' literacy, numeracy, ICT and thinking skills, across all areas of learning. As a result, nearly all pupils transfer and apply these skills confidently. Teachers provide interesting activities that engage and meet the needs of pupils successfully. They understand the interests of their pupils well, nearly all of whom enjoy the opportunities for very practical and active outdoor learning. Teachers are creative in developing pupils' interest in extended writing activities. For example, they encourage them to bring in pets and animals such as sheep from their farm, and use tales and legends from the locality, as effective stimuli for learning.

Teachers use the outdoors well to enhance pupils' problem solving skills and sense of wellbeing. Pupils grow and consume vegetables from their raised beds. They use their mathematical skills confidently to work out the perimeter and volume of soil needed to fill these. Pupils have regular opportunities to be active, to climb and sit in trees and to explore, balance and swing on apparatus in the adventure playground. As a result, they are very active and inquisitive learners.

Overall, the quality of teaching is good. All staff expect pupils to work hard and to do their best. As a result, nearly all pupils engage in challenging learning experiences without fear of failure. Most learning proceeds at a good pace and most pupils are inquisitive and enthusiastic learners. Teachers make good use of carefully chosen questions to encourage pupils to think and to explain their reasoning effectively, for example when solving a Tudor murder mystery and complex mathematical problems.

All adults develop pupils' understanding of Welsh well by using the language for instructions and as part of daily routines. This is beginning to help pupils develop their confidence in using the language. Teachers plan interesting opportunities for pupils to develop an understanding of Welsh life and culture through visits, for instance to Builth Wells, Ynyslas and Tretower, to enhance topic work.

Teachers give pupils regular and helpful verbal and written feedback. This supports them in understanding how well they are doing and what they need to do to improve. There are regular opportunities for pupils to practise and refine their skills, which enables nearly all to make good progress.

The school's curriculum enriches pupils' creative and physical skills successfully. Pupils take part regularly in a wide range of sports, drama, dance and musical activities. They participate in the local Eisteddfod, where this year the choir won a cup, and in Urdd gymnastics competitions.

Care, support and guidance: Excellent

The school's arrangements for the wellbeing, social and cultural development of all pupils are outstanding. These enable pupils to develop the skills needed to deal with different situations and conflict maturely. Teachers use group discussion times highly effectively to enable pupils to discuss any concerns they may have on a personal level, or to discuss issues in the wider world. Staff promote a range of appropriate values to help pupils to develop a solid understanding about how to be a good citizen. Pupils regularly fund raise for those less fortunate than themselves. For example, they recently made slippers for refugee children in Syria.

Nearly all pupils are aware of the school's values and learning habits of respect, self-discipline, collaboration and perseverance. Staff reinforce these values exceptionally well and pupils apply them consistently in their daily lives. Older pupils regularly self-assess against them and refer to them when facing challenges at an emotional or work-based level. Work with a storyteller involving tales centred on overcoming difficulties supports this very effectively.

There are appropriate arrangements to promote healthy eating and drinking. For example, on 'Fun Fit Fridays' there are plentiful supplies of equipment and games available for pupils to be active outside and to explore their surroundings. The school holds celebration days to raise awareness of and respect for, other cultures. This is developing pupils' oracy and creative writing skills very effectively.

An excellent variety of opportunities help pupils to develop their social, emotional and creative skills to a very high standard. All pupils regularly take part in performances at school, in the local community and beyond. The school's involvement in the Welsh Government 'Lead Creative School's Project' and ongoing work with expressive arts projects develops pupils' self-confidence and teamwork to exceptional levels. For example, pupils wrote a music score for, and performed in, a production of *Midsummer Night's Dream* at the Willow Globe. This work is exceptional in the way in which it engages and motivates boys in particular to participate enthusiastically in literacy activities and the arts. Nearly all produce highly creative work and their oracy skills are outstanding. The school promotes this work and shares its good practice with other schools.

The school has a manageable tracking and monitoring system. School leaders and teachers use the information very effectively. They plan for and provide successful support to specific pupils who are at risk of underachieving, or becoming disengaged from their learning.

Pupils with additional learning needs have an individual education plan that includes measurable and challenging targets, which teachers review regularly with parents. The system especially effective when accessing support from specialists for pupils with very specific additional learning needs.

Staff communicate well with parents and inform them about their child's progress through informal discussions and detailed annual reports. Parents receive useful information about events and projects via the school's website, which helps them to understand and support the work their children are doing. The school is at the heart of the community and nearly all parents support with fundraising, enriching pupils' learning experiences by giving interesting talks or helping with lighting or music at various drama events.

Many pupils have a range of suitable opportunities to contribute to the organisation of the school. Teachers encourage pupils to offer their opinions about what they are learning and respond positively to their suggestions, where appropriate. However, these arrangements are at an early stage of development, as is the role of the school council in informing decisions at a whole school level.

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

Leadership and management: Good

The headteacher provides strong and effective leadership. She is passionate about providing the best education for all pupils and has a clear vision that puts pupils' wellbeing at its core. A dedicated and hardworking team of staff support her well, and share her values. All staff understand their specific roles and carry out their responsibilities effectively.

The governing body is supportive of the work of the school. Governors make regular visits to monitor priorities in the school development plan and to offer support. They listen to readers, give talks to pupils about their jobs or interests, undertake observations of lessons and talk to pupils about their work. The headteacher provides governors with good information about school developments and the progress pupils make. As a result, governors challenge the work of the school suitably and are involved sufficiently in the planning and evaluation of actions to bring about school improvement.

Staff meet regularly to discuss school improvement priorities and engage in training to improve provision and raise standards. Training on the digital competency framework has led to improvements in the provision for ICT and increased pupils' skills successfully. There are beneficial links with other schools to improve provision for more able pupils. Older pupils access mathematics workshops via the local high school and more able writers are supported effectively through the Powys writers' squad project. The school is addressing national priorities well, especially in improving pupils' literacy and numeracy skills and in developing pupils' resilience.

Performance management procedures for all staff support school improvement well. There are useful opportunities for them to attend courses, to receive in-house training and to work with other schools to view and share good practice. Work with teachers in the local cluster of schools is effective in improving foundation phase pupils' oracy skills through role-play.

The school uses a wide range of first-hand evidence to evaluate pupil standards and its provision. Learning walks, classroom observations and book scrutiny activities provide staff with useful information about the school's strengths and areas for development. Leaders track the outcomes of monitoring activities suitably. This ensures that staff make the necessary changes to planning and provision if required. All staff are involved in the self-evaluation process and understand where the school needs to focus its energies and why. This information informs the school development plan successfully.

The current school development plan outlines a manageable range of priorities and actions, and the headteacher and governors monitor and evaluate the effectiveness of these plans regularly. Planned actions have resulted in improved outcomes for pupils. For example, a whole school focus on developing pupils' mathematical reasoning skills means that nearly all pupils now solve mathematical problems more independently and apply their prior knowledge well in other areas of the curriculum.

The school uses its central budget well to support improvements in the quality of provision and to raise standards. The headteacher and governors plan and monitor the school's expenditure effectively. The recent purchase of additional computer tablets has improved provision for the development of pupils' ICT skills.

Copies of the report

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

Estyn evaluates a provider's effectiveness using a four-point judgement scale:

Excellent	Very strong, sustained performance and practice
Good	Strong features, although minor aspects may require improvement
Adequate and needs improvement	Strengths outweigh weaknesses, but important aspects require improvement
Unsatisfactory and needs urgent improvement	Important weaknesses outweigh strengths

The report was produced in accordance with Section 28 of the Education Act 2005.

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

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