



*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**

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

**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:

<b>Judgement</b>	<b>What the judgement means</b>
<b>Excellent</b>	Many strengths, including significant examples of sector-leading practice
<b>Good</b>	Many strengths and no important areas requiring significant improvement
<b>Adequate</b>	Strengths outweigh areas for improvement
<b>Unsatisfactory</b>	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

Franksbridge Primary School is in a rural area near the towns of Builth Wells and Llandrindod Wells in Powys. The area it serves is neither socially advantaged nor disadvantaged. Twenty-one per cent of pupils are currently entitled to free school meals, which is around the national average.

The school caters for pupils between the ages of three and eleven who are taught in two mixed-age classes. There are 38 pupils on roll, including four children under five. There are two full-time teachers, including the headteacher, and one part-time teacher.

All pupils speak English as their first language. No pupil comes from an ethnic minority background or speaks English as an additional language. No pupil speaks Welsh at home. The school has identified 16% of pupils as having additional learning needs, which is below the national average. No pupil has a statement of special educational need.

The school was last inspected in April 2007. The headteacher was appointed in 1988.

The individual school budget per pupil for Franksbridge C.P. School in 2012-2013 means that the budget is £4,807 per pupil. The maximum per pupil in the primary schools in Powys is £8,253 and the minimum is £3,087. Franksbridge C.P. School is 16th out of the 99 primary schools in Powys in terms of its school budget per pupil.

## Summary

<b>The school's current performance</b>	<b>Good</b>
<b>The school's prospects for improvement</b>	<b>Good</b>

### Current performance

The school's current performance is good because:

- most pupils make good progress from their individual starting points;
- nearly all pupils enjoy school and are keen to learn;
- the quality of teaching is good;
- a positive 'family' ethos supports pupils' learning and wellbeing very well; and
- strong partnerships with parents and the local community significantly enrich pupils' learning experiences.

### Prospects for improvement

The school's prospects for improvement are good because:

- the headteacher, staff and governors have a shared vision for the school;
- the self-evaluation process accurately identifies relevant priorities for improvement;
- staff work well together to implement strategies for meeting agreed priorities;
- governors are well informed about strengths and areas for development and increasingly offer a good degree of challenge to the school; and
- actions on previous priorities for improvement have been successful.

## **Recommendations**

- R1 Improve pupils' investigative and problem-solving skills
- R2 Ensure an appropriate balance between adult-led and independent learning in the Foundation Phase
- R3 Improve the quality of marking and use of assessment for learning
- R4 Work with governors and the local authority to ensure the headteacher receives his statutory time for planning, preparation and assessment

### **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

Many pupils enter the Foundation Phase with skills that are around the average for their age. Most make good progress as they move through the school and achieve the expected levels in English, mathematics and science at the end of key stage 2.

Pupils with additional learning needs, and those eligible for free school meals, make good progress from their starting points and achieve in line with their targets.

Most pupils in the Foundation Phase listen carefully to their teacher. When engaged in independent activities, older pupils express their ideas clearly and listen well to one another. However, younger pupils do not listen well if adult-led activities are too prolonged.

In key stage 2, most pupils show increasing maturity in their discussions. They listen respectfully to adults and to one another's opinions. Most pupils share ideas well as a preparation for writing and develop good subject-specific vocabulary, such as 'dominant species' in science.

Nearly all pupils make good progress in reading as they move through the school. In the Foundation Phase, most use a good range of reading strategies, including their knowledge of letters and sounds, to help them tackle unfamiliar words. Most pupils enjoy stories and recall a number of details about plot and character.

Most pupils in key stage 2 read fiction and non-fiction fluently, for a good variety of purposes, using books and information and communication technology (ICT). They enjoy discussing their books in group reading sessions and reflect well on characters' feelings and motivation. Most pupils develop good information retrieval skills.

In the Foundation Phase, most pupils write independently for a good range of purposes. For example, they write 'orders' from customers' during role-play activities in the 'café', record the findings of experiments clearly and create some lively poems. Most pupils apply their knowledge of letters and sounds well to spell words they want to write. Their handwriting is neat and clearly formed.

During key stage 2, most pupils develop efficient note-taking skills. Many produce well expressed pieces of writing such as their accounts of the journey of the 'Windrush' from Jamaica to Britain in the 1940s. Most pupils use a variety of punctuation to good effect. They show an increasing command of spelling so that most words are correctly spelt in older and more able pupils' work. Handwriting is of a high standard. Most pupils take pride in the appearance of their work.

Pupils' thinking and reasoning skills are developing well. When given the opportunity, the majority of pupils apply their investigative and problem-solving skills effectively but, overall, these skills are under-developed.

In both classes, most pupils' ability to understand, speak and read Welsh is good. They read increasingly challenging Welsh texts with good pronunciation and understanding. Most pupils make good progress in their Welsh writing skills. By the end of key stage 2, they write extended pieces for a wide range of purposes.

The number of pupils in Year 2 and Year 6 in 2012 was too small to compare their performance with that of pupils in similar schools, or with national averages, at the end of the Foundation Phase and key stage 2.

Over the last four years, trends in the performance of pupils at the end of key stage 2 have fluctuated because of the varying size of different year groups. However, the percentage of pupils attaining the core subject indicator (the expected level 4 in English, mathematics and science combined) has been above all-Wales averages and the average for the family of similar schools in three out of the last four years. Girls have generally performed better than boys in reading.

### **Wellbeing: Good**

All pupils feel safe in school. Most know how they can keep healthy by eating sensibly and exercising their bodies both in physical education lessons and extra-curricular activities. Nearly all pupils are well motivated, have positive attitudes to learning and enjoy school.

Pupils' attendance has steadily improved over the last four years and is above the average for Wales and the local authority. Attendance rates are in the higher 50% when compared with those of similar schools. Nearly all pupils are punctual.

Standards of behaviour are good, although a few younger pupils begin to fidget and lose concentration if they have to sit still for too long. Almost without exception, pupils are polite, well mannered and respond respectfully to adults and peers.

The school council takes an active role in decision-making. It has a positive impact on making improvements, such as the provision of play equipment and a suggestion box on the school gate for use by the whole school community. The council encourages all pupils to be involved in making decisions about the school's life and work.

Nearly all pupils develop good social skills which they apply well, for example, by devising role-play games and making pretend shops during playtimes. Almost all pupils respect when it is another person's turn to speak in class discussions.

Pupils are developing a good awareness of the world of work through activities such as exploring investment opportunities with a visiting financial expert.

<b>Key Question 2: How good is provision?</b>	<b>Good</b>
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### **Learning experiences: Good**

The curriculum is broad and balanced and engages nearly all pupils well. Teachers plan effectively for the very wide age and ability range in each of the two classes. Lessons build well on pupils' previous learning experiences.

Withdrawal groups have a positive impact on the progress of pupils with additional learning needs. Learning experiences provided for more able pupils usually offer an appropriate degree of challenge. In the Foundation Phase, there is sometimes an inappropriate balance between adult-led and independent activities.

There are frequent, purposeful opportunities for pupils to apply their speaking and listening, reading and writing, numeracy and ICT skills in all subjects. However, planned opportunities for pupils to engage in problem-solving and investigative activities are underdeveloped.

Visitors to the school and links with the community play a significant role in enriching pupils' learning experiences. Extra-curricular activities are well attended, popular with pupils and help them apply prior knowledge and learn new skills.

Provision for learning the Welsh language is good. All members of staff make a conscious effort to use as much incidental Welsh as possible. There are well planned opportunities for pupils to extend their knowledge and understanding of the historical and cultural characteristics of Wales.

Provision for the development of pupils' understanding of sustainability and global citizenship is a strong feature of the school. Members of the eco committee play an active part in school life. The school promotes pupils' understanding of the need to care for the environment very well.

### **Teaching: Good**

Relationships between teachers and pupils are warm and mutually respectful. Teachers manage pupils' behaviour well. There is a purposeful working atmosphere in almost every lesson.

Most lessons are interesting and well paced. Teachers use a good range of approaches and resources to stimulate and engage pupils. They question pupils skilfully and encourage them to reflect on their learning, but learning objectives are not always explicitly shared with pupils.

Teachers' knowledge of the subjects they teach is secure, enabling them to give clear explanations at an appropriate level for pupils' age and ability. They collaborate closely with teaching assistants who play a valuable role in supporting pupils' learning and assisting with assessments of their progress.

Teachers give frequent and effective oral support and feedback to pupils. They regularly mark pupils' work and respond positively to its content. However, marking



does not consistently refer to the lesson objective or identify specific points for improvement. The provision of success criteria to help pupils check how well they are doing and produce the best work they can is at an early stage of development.

The school carefully tracks individual pupils' progress and uses the information gained to provide effective additional support when needed.

Reports to parents give a clear picture of their child's strengths and areas for improvement. There are regular, informative opportunities for them to discuss their child's progress with the teacher.

### **Care, support and guidance: Good**

The school provides a very caring environment where pupils are valued as individuals. Arrangements to support the development of pupils' physical and emotional health and wellbeing are good.

Assemblies and planned learning experiences promote pupils' social, moral, spiritual and cultural development very successfully. This is evident in the many valuable opportunities provided for them to reflect on their own and other people's experiences, such as those who came to Britain from Jamaica on the 'Windrush'.

The school works effectively with a range of specialist agencies such as health and social services to provide support and guidance for pupils and their families. It makes every effort to access the expertise of relevant specialist services when needed.

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

Provision for additional learning needs is good and has a positive impact on the outcomes of this group of pupils. They are well supported both in class and in withdrawal groups. The school carefully tracks individual progress and the provision for pupils is regularly reviewed and adapted according to their needs.

### **Learning environment: Good**

A supportive 'family' ethos is evident throughout the school. It places a strong emphasis on equality and successfully promotes respect and appreciation of people from different backgrounds. The school actively challenges any inappropriate use of language.

The accommodation is sufficient for the number of pupils on roll. The maintenance of internal areas is good, although decoration is shabby in places. Toilet facilities are old but meet the needs of the school.

Displays are colourful, enhance the environment and celebrate pupils' current work. Resources are plentiful and well matched to pupils' needs, although reading books do not always capture the interest of boys.

The school enjoys extensive, attractive grounds with a tarmac play surface, outdoor shelter, productive garden and greenhouse, pond, playing field and nature area. Pupils are very active in all these areas at break times.

The 'Friends' of the school have provided a new canopy for the Foundation Phase. Together with members of staff, they have also repainted the front of the school. These actions have improved the physical appearance of the school and the learning environment it provides.

<b>Key Question 3: How good are leadership and management?</b>	<b>Good</b>
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### **Leadership: Good**

The headteacher provides good leadership and a clear strategic direction for the school. Staff and governors share his vision. He has high expectations of himself and is a good role model for all staff who, together with the governing body, have created an ethos where all pupils and staff feel valued.

Staff work together as a close, effective and committed team focussed on delivering high standards across the whole of the school's work. Regular staff meetings help create a shared sense of purpose. Staff act promptly and effectively on action points arising from meetings.

All staff have responsibilities for various aspects of the school's work. Performance management procedures identify relevant individual and whole-school training and development needs. The school prioritises these needs appropriately and their implementation has a positive effect on the quality of teaching and learning in areas such as Welsh.

Governors bring a valuable range of experiences and skills to the governing body. They have a good understanding of their responsibilities in supporting and challenging the school. They understand the school's priorities and know how well it performs in comparison with similar schools. Through regular meetings and visits they help provide a clear sense of direction for the school.

The school's implements agreed policies effectively in its daily work. Addressing national and local initiatives, such as promoting equal opportunities, bilingualism and ensuring pupils' wellbeing, receive a high priority.

### **Improving quality: Good**

The school's self-evaluation procedures are effective. They draw well on a wide range of sources of information including data, the views of staff, governors, parents and pupils and external evaluations from the local authority to inform the self-evaluation process. The school's very detailed knowledge of individual pupils' needs and progress is a strength in its self-evaluation.

The school welcomes and responds positively to constructive criticism in order to improve. The self-evaluation report is analytical and honest and gives a clear, accurate account of the school's strengths and areas for development.

The self-evaluation process and report effectively help determine priorities in the school development plan.

Staff and governors discuss and agree the most important priorities for improvement. These focus directly on raising pupils' standards of achievement, include quantifiable targets for improvement and details of how progress in meeting them will be implemented and monitored. The effective implementation of the plan results in clear improvements in key areas such as pupils' standards in reading.

Teachers collaborate productively with colleagues in other schools to broaden and strengthen their expertise and further improve their practice. For example, whole school initiatives to improve bilingualism and spelling, developed as a result of such collaborative work, are successful.

### **Partnership working: Good**

Partnership activities with parents and the community have a significant impact on pupils' standards and wellbeing. The excellent play area, which they created, for example, positively supports pupils' fitness and well-being. Parental involvement in the school garden helps pupils understand the conditions plants need to grow.

The school communicates very well with parents informally. However, because the website is not updated regularly, there is sometimes a lack of advance information for parents about the topics their children will be learning about.

Visitors from the local and wider community make an important contribution to provision for pupils' creative, artistic and physical skills. The school shares resources effectively with another local school so that pupils can enjoy contrasting residential experiences in Cardiff and in a rural outdoor activity centre.

There are good induction and transition arrangements for pupils starting school and for those leaving for secondary school. Meetings with colleagues in other schools to moderate the assessment of pupils' work are effective in ensuring consistency in teacher assessment at the end of key stage 2.

The school liaises well with many external support agencies. It actively seeks support from the local authority and acts upon advice in order to improve the quality of its provision.

### **Resource management: Good**

There is an appropriate number of staff to teach the curriculum effectively and the school deploys support staff well. Teachers and support staff work well together to plan for, and assess, pupils' learning. The school accesses relevant training to help staff continue to develop their professional knowledge and skills.

The school manages the Foundation Phase teacher's planning, preparation and assessment time and the headteacher's administrative time appropriately. Lessons during this time effectively develop pupils' knowledge and understanding in subjects

such as music and religious education. However, the headteacher does not have the statutory time for planning, preparation and assessment to which he is entitled.

The school prioritises spending effectively according to needs identified in the school development plan. It monitors the results of spending decisions, such as the investment in the outdoor areas and the purchase of new books, to ensure a positive impact on pupils' learning experiences.

The school uses all available funding effectively to ensure good outcomes for pupils. It therefore provides good value for money.

## Appendix 1

### Commentary on performance data

The results of teachers' assessments at the end of the Foundation Phase and key stage 2 must be treated with caution due to the extremely small numbers of pupils in a year group (often fewer than five). This can significantly affect the school's overall performance in comparison with national benchmarks from one year to the next.

There were two pupils in Year 2 and three pupils in Year 6 in 2012. These numbers are too small to report on attainment last year without identifying individual pupils. For the same reason, it is not possible to make reliable statistical comparisons of the performance of these pupils with all pupils in Wales or with pupils in similar schools.

Trends in the performance of pupils at the end of key stage 2 over the last four years have fluctuated because of the variable nature of each year group. However, the percentage of pupils attaining the core subject indicator (the expected level 4 in English, mathematics and science combined) has been above all-Wales averages and the average for the family of similar schools in three out of the last four years.

Trends in the number of pupils attaining the higher level 5 in English and mathematics have fluctuated between below and above average in comparison with similar schools and pupils' performance nationally. The number of pupils attaining level 5 in science, however, has been consistently below the national average and the average for the family of similar schools.

There are no significant differences in the performance of boys and girls in the Foundation Phase. In key stage 2, trends in pupils' performance show that girls do better than boys in reading. Pupils entitled to free schools meals generally perform as well as those who are not eligible for them.

## Appendix 2

### Stakeholder satisfaction report

#### Responses to parent/carer questionnaires

There were 18 responses to the parent/carer questionnaire.

All parents/carers agree that:

- they are satisfied with the school;
- their child likes school;
- their child was helped to settle in well when s/he started at the school;
- their child makes good progress;
- teaching is good;
- their child is expected to work hard and do his or her best;
- staff treat all children fairly and with respect;
- their child is encouraged to be healthy and take regular exercise;
- their child is safe at school;
- their child receives appropriate additional support in relation to any particular individual needs;
- they are kept well informed about their child's progress;
- understand the school's procedures for dealing with complaints;
- the school helps their child to become more mature and take on responsibility;
- their child is well prepared for moving on to the next school;
- there is a good range of activities including trips or visits; and
- the school is well run.

Most parents agree that:

- pupils behave well;
- homework builds well on what their child learns at school; and
- they feel comfortable about approaching the school with questions, suggestions or problems.

Parent/carer responses to all questions are more positive than the average for primary schools in Wales.

#### Responses to learner questionnaires

There were 20 responses to the questionnaire from pupils in key stage 2.

All pupils agree that:

- they feel safe in school;
- they know who to talk to if they are worried or upset;
- they are doing well at school;
- they know what to do and who to ask if they find their work hard; and

- they have enough books, equipment and computers to do their work.

Nearly all pupils agree that:

- the school deals well with any bullying;
- there are lots of opportunities to get regular exercise;
- teachers and other adults help them to learn and make progress; and
- nearly all children behave well at playtime and lunch time.

Most pupils agree that:

- the school teaches them how to keep healthy.

Many pupils agree that:

- homework helps them understand and improve their work; and
- other children behave well and they can get their work done.

Pupils' responses to the majority of questions are more positive than the average for primary schools in Wales. The only questions where pupils' responses are significantly less positive than the national average are the two concerning homework and keeping healthy reported above.

## Appendix 3

### The inspection team

Stephanie James	Reporting Inspector
Buddug Bates	Team Inspector
Julie Price	Lay Inspector
Diane Normansell	Peer Inspector
Nick Tuffnell	School Nominee



## Copies of the report

Copies of this report are available from the school and from the Estyn website ([www.estyn.gov.uk](http://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.