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

A report on

Hendrefoilan Primary School

Dunvant Road
Dunvant
SA2 7LF

Date of inspection: March 2024

by

Estyn, His Majesty's Inspectorate for Education

and Training in Wales

About Hendrefoilan Primary School

Name of provider	Hendrefoilan Primary School
Local authority	City and County of Swansea
Language of the provider	English
Type of school	Primary
Religious character	
Number of pupils on roll	236
Pupils of statutory school age	169
Number in nursery classes	44
Percentage of pupils eligible for free school meals over a three-year average (The national percentage of pupils eligible for free school meals over a three-year average in Primary is 23.7%)	7.7%
Percentage of pupils identified as having additional learning needs (a) (The national percentage of pupils identified as having an additional learning need in Primary is 13.2%)	12.4%
Percentage of pupils who speak Welsh at home	0.0%
Percentage of pupils with English as an additional language	7.7%
Date of headteacher appointment	01/09/2012
Date of previous Estyn inspection (if applicable)	01/12/2015
Start date of inspection	11/03/2024

Data reported is sourced from the latest available Pupil Level Annual School Census. These figures may be slightly different to those observed during the inspection.

Further information is available from the Welsh Government My Local School website: mylocalschool.gov.wales

a. The term 'additional learning needs' is being used to describe those pupils on the SEN/ALN register of the school.

Overview

Hendrefoilan Primary School is a calm and happy place where pupils make good progress and achieve well. Staff develop strong working relationships with pupils and the community. Pupils of all ages are friendly polite, and talk about their learning confidently. The school celebrates diversity and ensures that everyone is treated equally.

The headteacher is well supported by the governing body. Together they ensure that pupils' well-being and achievement are at the heart of the school's work. Leaders accurately identify and secure improvement in many of the areas of the school's work most in need of attention. However, they do not always identify a few important areas in need of further development.

Teachers plan interesting lessons that ensure that most pupils are engaged suitably in their learning. Teachers provide pupils with clear learning intentions at the start of lessons, and valuable feedback. As a result, most pupils know what they do well and what they need to do next to improve their work. However, teachers across the school do not provide enough opportunities for pupils to develop appropriately as independent learners. In a minority of foundation learning lessons, teachers do not provide the correct balance between activities planned by the teachers and activities that are led by the pupils. A minority of teachers do not understand how pupils learn through play well enough.

Leaders and teachers, in collaboration with local schools, have designed a curriculum that meets the needs of pupils well. Teachers plan successfully to ensure that pupils build on their learning to make strong progress in literacy, mathematical and digital skills. However, teachers do not plan enough opportunities for pupils to apply their numeracy skills across the curriculum. Most pupils develop their Welsh language skills appropriately and are proud of their success in learning other languages. By the time they reach Year 6, most pupils make good progress in each area of learning and experience (AoLE).

Recommendations

R1   Address the inconsistencies in teaching in foundation learning classes

R2   evelop pupils as independent learners

R3   Improve opportunities for pupils to apply their numeracy skills in their work across the curriculum

What happens next

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

Main evaluation

Learning

Over time, most pupils, including those eligible for free school meals and those with English as an additional language (EAL), make good progress in most aspects of their learning. Most pupils with additional learning needs (ALN) make strong progress in their learning from their individual starting points.

Most pupils make good progress in developing their speaking and listening skills. Across the school, most pupils speak with high levels of confidence and are keen to talk about their learning. Younger pupils listen attentively to adults and develop new and topic-related vocabulary well. More able pupils in Reception, for example, confidently describe the features of herbivores and carnivores. By the time they reach Year 6, many pupils have a good understanding of how language can be used in different ways. For example, they describe how the language of propaganda was used to influence people during the Second World War.

Most pupils' reading skills develop well. Many younger pupils use an appropriate range of strategies to read familiar and unfamiliar words correctly. By Year 2, many pupils have strong reading skills, and begin to describe how the characters in a book may be feeling. Many of the oldest pupils summarise stories well and discuss the messages they convey. They make insightful connections between the stories written about the Second World War and modern day conflict.

Most pupils make good progress in developing their writing skills. The youngest pupils experiment with mark making and learn to form letters correctly. Over time, most pupils develop good spelling and punctuation skills. From an early age, pupils begin to organise their writing purposefully. Many Year 1 pupils plan a beginning, middle and an exciting ending when writing a story about a lost teddy. As they move through the school pupils build on these skills, editing and redrafting to improve the quality of their writing. Many older pupils demonstrate their understanding of persuasive language, for example when writing about the ethics of opening Egyptian tombs.

A majority of younger pupils develop a good understanding of number and place value and use this knowledge to solve simple equations accurately. Over time, most pupils develop their ability to explain their thinking clearly when solving increasingly complex problems. By the time they reach Year 6, a majority of pupils use a variety of methods competently to tackle challenging calculations, including those involving algebra. However, most pupils do not apply their numeracy skills across the curriculum in purposeful contexts often enough.

Many pupils develop their digital skills well. From an early age, they set a course for programmable robots and build on these early coding skills successfully so that by the time they reach Year 4 they program and debug lines of code and clearly understand the process of testing and fixing problems. Older pupils apply their well-developed skills to program microcomputers to make a digital version of rock, paper, scissors. Most pupils use a range of age appropriate software successfully and purposefully. Younger pupils save and retrieve their work and older pupils use

spreadsheets and presentation software to support their work in other areas of the curriculum well.

Most pupils enjoy learning Welsh. Younger pupils sing familiar Welsh songs and respond appropriately to simple instructions in Welsh. Older pupils develop a wide range of vocabulary and, by the time they leave school, many pupils have a good grasp of the language. Generally, pupils do not use the Welsh language outside of lessons confidently.

Most pupils develop their creative skills successfully. The youngest pupils paint pictures enthusiastically and know that adults value their work and will display it proudly in the classroom. As they move through school, pupils select their own resources to carefully create detailed pieces of art. The oldest pupils produce artwork of a high standard and explain how their work evokes different emotions.

Well-being and attitudes to learning

Staff have high expectations of pupils' behaviour and they manage this successfully. A particular strength is the warm relationships between staff and pupils. Across the school, pupils have created a whole school charter based on an agreed set of core values. Their shared understanding of right and wrong ensures that most pupils behave well throughout the day. This contributes to a calm working environment where pupils feel listened to and can ask questions if they need help with their learning.

Most pupils engage suitably in their learning. They work in pairs and small groups to develop their collaboration skills well. For example, during "play pal" sessions, older pupils support younger pupils to develop their personal and social skills effectively. Most pupils are confident learners, keen to explore new concepts and topics.

Most pupils settle quickly and are enthusiastic learners. They show interest in their work and are keen to talk about their learning and experiences. Across the school, a majority of pupils contribute to their learning appropriately. Younger pupils enjoy the activities offered and when given the opportunity contribute to how and what they want to learn successfully. Older pupils have input into what they want to learn by asking questions at the beginning of topics. However, across the school, pupils do not have opportunities to develop their independence often enough.

Pupils appreciate the feedback they get from teachers during lessons that helps them make improvements to their work and address mistakes or misconceptions. From an early age, pupils use success criteria effectively, for example to identify aspects they need to include when writing a story. Older pupils reflect on their own and others' learning appropriately to improve their work. Many older pupils persevere when they find their work hard and this enables them to complete challenging work successfully.

Pupils with leadership roles take their responsibilities seriously and make a measurable difference to school life. For instance, pupils organise stalls at the school fetes and use the money raised to buy new resources. Pupils feel that staff listen to their views and take them into account when considering decisions that affect them, for example when appointing new staff.

Pupils benefit greatly from the diverse nature of the school and enjoy celebrating their own and others' cultures and heritage. For example, the language ambassadors teach other pupils about the languages they speak at home and encourage their friends to learn new languages. They understand the importance of human rights and the impact on people when they have their rights removed. They work hard to secure an anti-racist environment as part of their work.

Across the school, pupils have a good understanding of sustainability. The Eco Committee regularly present their ideas in assemblies and have a positive impact on the local environment, for example encouraging pupils to avoid using transport to travel to school and by planting bee friendly plants in the school grounds.

Teaching and learning experiences

School leaders and staff have developed a curriculum that aligns with the Curriculum for Wales appropriately. Teachers plan a range of relevant topics that capture pupils' interests well. For example, older pupils develop their understanding of life during the Second World War and develop empathy for the people who lived through it. The school's curriculum is broad and balanced and builds systematically upon pupils' existing knowledge, understanding and skills. However, many teachers over-direct learning and don't plan enough for pupils to develop independence, for example to make choices about their learning.

There are inconsistencies in the quality of teaching in the younger classes. Where teaching is effective, teachers have a good understanding of how younger pupils learn through play and experiences that allow pupils to express themselves physically, creatively and imaginatively. However, where teaching is less effective, teachers often over-direct the learning and do not use observation well enough to ensure pupils make sufficient progress in developing their knowledge and skills.

Teachers plan highly beneficial opportunities for pupils to develop their literacy and digital skills across the curriculum. For example, older pupils use their digital skills successfully to research, create and use databases. However, although most pupils develop secure mathematical skills, teachers do not plan opportunities for pupils to apply these skills across the curriculum often enough.

Teachers develop pupils' understanding of Welsh identity, heritage, and culture well. The school celebrates important Welsh events such as Hen Galan, Diwrnod Shwmae and St David's Day. Teachers provide regular opportunities for pupils to develop their Welsh language skills. They provide daily practice sessions as a way of embedding key vocabulary and language patterns. Many staff use Welsh purposefully during lessons, for example to give instructions.

Teachers enhance pupils' knowledge using a rich and varied range of visits and visitors. A local artist supports pupils to explore natural habitats in their local area, and residential outdoor pursuits visits enable them to develop important life skills such as working as a team and having resilience.

Pupils benefit from opportunities to explore, practise, and enhance their skills in the school's extensive outdoor environment. For example, younger pupils create tally

charts from the data they collect when bird watching in the school's Coed Cadno woods.

Teachers and teaching assistants support pupils' learning and well-being successfully. They are good language role models and most use questioning effectively to extend and deepen pupils' understanding. As a result, most pupils engage well during lessons and enjoy their learning.

Across the school, teachers provide clear explanations at the beginning of lessons to ensure that pupils have a good understanding of what they need to do. Where teaching is most effective, teachers carefully intervene in learning to check pupils' understanding and use questions successfully to help them explain their thinking. As result, most pupils make good progress within lessons.

The school makes effective use of a range of assessment strategies to monitor pupil progress over time. Regular pupil progress meetings that include leaders, class teachers and the additional learning needs co-ordinator (ALNCo) ensure that most pupils receive the support and challenge they need to make good progress.

Parents appreciate the information provided by the school on their child's progress. Reports to parents are detailed and clearly identify the next steps in pupils' learning.

Care, support and guidance

The school's caring and inclusive ethos supports pupils to develop valuable social and emotional skills. Leaders and staff prioritise pupils' well-being, creating a culture of trust in which pupils thrive.

Staff support pupils to understand that how they respond to experiences affects their emotional well-being. They provide strategies to help them communicate and manage their feelings. Staff take time to celebrate pupils' successes and talents thoughtfully, which develops pupils' self-esteem successfully.

The school supports pupils with ALN effectively. The ALNCo monitors the progress of pupils with ALN carefully and ensures that appropriate programmes of support, including for literacy, numeracy and well-being are in place. Staff interact purposefully with a range of services to secure additional resources and to offer specialist support to pupils with a range of specific needs. As a result, most pupils with ALN make good progress towards their individual targets.

The school has worthwhile arrangements to support pupils to understand the importance of healthy eating and drinking. Pupils take advantage of a wide range of extra-curricular activities, which include football, netball and cricket. The school provides additional opportunities for pupils to participate successfully in inter-schools' sports events, and regional competitions. As a result, pupils are very motivated to join these clubs and teams.

The school encourages pupils, including those with ALN, to take on leadership roles through a variety of purposeful pupil leadership groups, which include Eco Council, School Council and Criw Cymraeg. As a result, the school cultivates opportunities for pupils to participate indecision-making to improve the school successfully. For example, pupils devise activity cards for each class to support their outdoor learning

effectively. Leadership groups make presentations to the governing body and parents, explaining their role and the positive impact they make on the school. For example, the Criw Cymraeg share information about their Welsh language development'. As a result, pupils are proud of the contributions they make to the work of the school.

The school provides effective opportunities for pupils to develop values and to explore their spiritual and ethical beliefs. Pupils learn about a range of world religions. The school provides opportunities for pupils to explore religious festivals purposefully. The school develops pupils' knowledge and understanding of diversity well. The school enables pupils to successfully challenge stereotypes, and to learn about diverse communities through the stories of influential people through history and today.

The school provides many opportunities to develop pupils' creative skills. They value and celebrate the process of creativity. Staff use visits to improve pupils' understanding of the arts well. For example, teaching assistants use a visit to the local art gallery to enhance pupils' attempts to create abstract silhouettes using light and shape. Local artists teach pupils how to use acrylics on canvas when painting beach scenes.

Pupils participate in performances and events, as individuals and in groups that develop their self-confidence. Pupils demonstrate their competence and talent, when singing in the school choir alongside a philharmonic orchestra in a triumphant concert at the local church.

Overall, the school has appropriate arrangements in place to safeguard pupils.

Leadership and management

The headteacher provides strong, caring leadership and has created an inclusive culture where pupils feel safe and secure. Senior leaders provide clear strategic direction for the work of the school. They prioritise high expectations for pupils' learning and well-being. Leaders work conscientiously to meet the needs of pupils and to ensure that socio-economic disadvantage does not create a barrier to learning.

Staff roles and responsibilities are clear and most staff support the work of the school well. They engage constructively and regularly with leaders and feel that their views are listened to. Leaders ensure that all spending decisions focus on the impact of these decisions on pupils. For example, the funding used to employ an attendance officer has a positive impact on securing pupils' attendance and engagement, particularly for vulnerable pupils.

Governors are supportive of the school and fulfil their roles effectively. They have a good understanding of the school's strengths and areas for improvement. They are beginning to support school self-evaluation through regular meetings with key staff such as the AoLE leads. The governing body ensures the school has suitable arrangements for healthy eating and drinking. Governors monitor the school's finances well and challenge leaders appropriately regarding financial management.

They ensure that the school uses the pupil development grant effectively to improve vulnerable pupils' literacy skills and to support their emotional needs.

Leaders have a good understanding of pupils' individual needs and make every effort to meet these needs effectively. The partnership between the school and parents is strong and parents appreciate the commitment leaders and staff demonstrate in supporting their child's learning and well-being.

In recent years, leaders have used self-evaluation successfully to strengthen the school's approach to supporting and developing pupils' well-being. They draw upon a range of information, including a useful programme of monitoring to evaluate the quality and impact of teaching and learning. Leaders have identified key areas for improvement linked to their monitoring and evaluation and to national priorities. For example, the school's work to develop links with the community has been successful. However, the school's self-evaluation is not always rigorous enough and does not identify a few important areas for improvement, for example to address the inconsistencies in the quality of teaching in the younger classes.

Leaders plan purposeful professional learning opportunities. These opportunities have been effective in bringing about improvements in provision for pupils' well-being and learning. The school links professional learning effectively to self-evaluation and the improvement priorities. Performance management targets link to the school priorities well. Leaders ensure that professional development encourages innovation, for example in successfully developing the use of digital technology in feedback to pupils as a result of action research. The school has worked successfully with its cluster schools to develop a shared understanding of progression across the curriculum.

Evidence base of the report

Before an inspection, inspectors:

- analyse the outcomes from the parent/carer and pupil questionnaires and consider the views of teachers and the governing body through their questionnaire responses

During an inspection, inspectors normally:

- hold a meeting with parents/carers to hear their views on the school and its effectiveness
- meet the headteacher, governors, senior and middle leaders (where appropriate) and individual teachers to evaluate the impact of the school's work
- meet pupils to discuss their work, to listen to them read and to gain their views about various aspects of their school
- meet groups of pupils in leadership roles, such as representatives from the school council and eco-committee
- visit a broad sample of classes, including learning support groups and undertake a variety of learning walks to observe pupils learning and to see staff teaching in a range of settings, including classrooms, support groups and in outdoor areas
- where appropriate, visit the specialist resource base within the school to see pupils' learning
- observe and speak to pupils at lunch and break times and at a sample of after-school clubs, where appropriate
- attend assemblies and daily acts of collective worship
- look closely at the school's self-evaluation processes
- consider the school's improvement plan and look at evidence to show how well the school has taken forward planned improvements
- scrutinise a range of school documents, including information on pupil assessment and progress, records of meetings of staff and the governing body, information on pupils' well-being, including the safeguarding of pupils, and records of staff training and professional development

After the on-site inspection and before the publication of the report, Estyn:

- review the findings of the inspection alongside the supporting evidence from the inspection team in order to validate, moderate and ensure the quality of the inspection

Copies of the report

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

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 publication. Any enquiries or comments regarding this document/publication should be addressed to:

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