



HENDRE INFANTS SCHOOL GOVERNING BODY BWRDD LLYWODRAETHWYR YSGOL FABANOD YR HENDRE



Dear Parent / Carer,

It gives me great pleasure to provide you with a summary from our recent Estyn Inspection in May 2019.

We are all extremely proud of this report which sums up the outstanding work at Hendre Infants School. The report clearly shows the standard of education provided at our school. I would like to thank all staff, parents, carers, pupils and governors for their hard work and support in achieving these exceptional results.

Summary

Hendre Infant School provides an engaging learning environment and stimulating activities that pupils enjoy and benefit from. Staff are particularly effective in delivering lessons that have 'real life' purposes that capture the interest of pupils. A vibrant curriculum and structured approach to the development of skills supports most pupils to make good progress during their time at the school.

The school engages effectively with parents. This ensures that they have a good understanding of how well their child is progressing and how they can help them to develop their skills at home. Staff know pupils well. They use this knowledge successfully to plan pupils' next steps in learning and to ensure they incorporate pupils' ideas and interests well into their planning.

Leadership of the school is effective. The headteacher has a clear vision for the school based on high expectations for pupils' progress. The senior leadership team and other staff share this and work together conscientiously to maintain ongoing improvements to the quality of the school's provision.

| Inspection Area | Judgement |
|-------------------------------------|-----------|
| Standards | Good |
| Wellbeing and Attitudes to Learning | Good |
| Teaching and Learning Experiences | Good |
| Care, Support and Guidance | Good |
| Leadership and Management | Good |

Leadership and Management

The headteacher provides effective leadership for the school. Together with pupils, parents and governors, she has established high expectations for all members of the school community and developed a clear vision that focuses on promoting the wellbeing and achievement of all pupils.

Members of the governing body are supportive of the school and know its community well. They meet regularly and fulfil their statutory obligations efficiently. Governors receive detailed reports from the headteacher and senior leaders about progress in relation to the school's priorities. They have a good understanding of how well the school is performing. Most governors take an active role in contributing to the self- evaluation process, for example, they conduct learning walks



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around the school and make useful suggestions on how to improve areas of learning. Their role in determining the school's strategic direction and holding leaders to account is well developed.

Care, Support and Guidance

The school provides an engaging, caring and nurturing environment. This supports all pupils to make good progress and to develop their self-esteem and confidence successfully.

The support for pupils with additional learning needs is effective. Staff identify any issues with a pupil's progress or development at an early stage.

Teaching and Learning Experiences

All staff develop positive working relationships with pupils. They know pupils well and use this knowledge effectively to ensure that lessons meet the needs and interests of most pupils.

Nearly all pupils are polite, well-mannered and considerate of others. Most pupils' behaviour is good and they manage their feelings appropriately.

Wellbeing and Attitudes to Learning

Many pupils are keen to take on roles of responsibility. For example, the eco-committee and school council have promoted successfully the school eco-code and helped to improve the outdoor environment by arranging the purchase of a wicker hut.

Standards

Most pupils develop effective speaking and listening skills. As they progress through the school, they speak with increasing confidence to each other, staff and unfamiliar adults. They are keen to talk about their learning and the activities they engage with. For example, pupils in the nursery describe clearly the life cycle of the butterfly and how a caterpillar forms a 'cocoon'.

In most cases, pupils listen well to the contributions of others and respond thoughtfully. For example, pupils in the reception class listen carefully to a partner's explanation of the beginning, middle and end of their story and contribute their own ideas. By Year 2, most pupils make relevant and sensible contributions to group and whole class discussions. This aids the development of their wider skills and, in particular, supports them to produce good quality writing.

Most pupils communicate effectively using the Welsh language. For example, pupils in reception ask and answer questions confidently about their likes and dislikes. They build up a good range of phrases over time and, by Year 2, speak to each other about where they live, the weather and how they are feeling.

With all good wishes,

Mr Daniel Furtek
Chair of the Governing Body