

**Inspection under Section 10 of the
Schools Inspections Act 1996**

**Hendre Junior School
St Cenydd Road
Caerphilly
CF83 2RP**

School Number: 6762140

**Date of Inspection: February 22nd to the 24th 2005
by**

**Mrs Eleri Betts
W248/17717**

Under Estyn contract number: T/168/04P

Date: 27th April 2005

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Hendre Junior School was inspected as part of a national programme of school inspection. The purpose is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents more information about their child's school. A copy of this summary is sent to every family with a child at the school. The full report can be obtained from the school.

The inspection of Hendre Junior School took place between February 22nd-24th 2005. An independent team of inspectors, led by Mrs Eleri Betts undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral, social and cultural development. This summary report may be reproduced for non-commercial educational purposes but only as a whole and provided it is reproduced verbatim without adaptation and the source and date thereof are stated.

The five-point scale used to represent all inspection judgements in this report is as follows:

Grade 1	good with outstanding features
Grade 2	good features and no important shortcomings
Grade 3	good features outweigh shortcomings
Grade 4	some good features, but shortcomings in important areas
Grade 5	many important shortcomings

Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and LEAs.

The term 'Reception' (R) refers to the year group of pupils in a primary school who attain the age of 5 during the academic year. Year 1 refers to the year group of pupils who attain the age of 6 during the academic year and so on. Year 13 is the year group of students who attain the age of 18 during the academic year.

Primary phase:

Year	R	Y 1	Y 2	Y 3	Y 4	Y 5	Y 6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y 7	Y 8	Y 9	Y 10	Y 11	Y 12	Y 13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The national curriculum covers four key stages as follows:

Key stage 1	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

The governing body is responsible for amending its current development plan to incorporate action in response to the recommendations within 45 working days of receiving the report, showing what the school is going to do about the recommendations. This plan, or a summary of it, will be circulated to all parents at the school.

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List of abbreviations in this report in alphabetical order.

ACCAC	Awdurdod Cymwysterau Cwricwlwm ac Asesu Cymru (Qualifications Curriculum and Assessment Authority for Wales)
CoP	Code of Practice
GB	Governing Body
ICT	Information Communication & Technology
IEP	Individual Educational Plan
INSET	In-service education and Training
KS	Key Stage
LEA	Local Education Authority
NC	National Curriculum
NQT	Newly Qualified Teacher
PESS	Physical Education and School Sport
PSE	Personal & Social Education
PTA	Parent Teachers Association
SDP	School Development Plan
SEN	Special Educational Needs
SRB	Special Resource Base
WAG	Welsh Assembly Government
Y	Year

Context

The nature of the provider

1. Hendre Junior School is situated on the outskirts of Caerphilly. It has occupied the present site on grounds adjacent to St Cenydd Comprehensive School since 1991. Prior to this date it was located across the road in the buildings currently used by Hendre Infant School.
2. The 191 pupils aged 7-11 come from a wide area but the number has declined since the last inspection due, in the main, to changes in the school's catchment area. Present numbers include four pupils in the SRB for those with hearing impairment.
3. The school notes that the majority of pupils come from backgrounds that are neither prosperous nor economically disadvantaged; around 20% are registered as being entitled to free school meals. The intake represents the full range of ability with approximately 33% identified as requiring SEN support and eight with a statement of SEN. No pupils are natural Welsh speakers and 4% of pupils are from an ethnic minority background.
4. The school was last inspected in June 1999; it was awarded the Basic Skills Quality Mark in November 2004.

The school's priorities and targets

5. The aims of the school are to:
 - provide pupils with a high quality learning environment which fosters spiritual, moral, cultural, intellectual, emotional and physical development;
 - develop self-esteem and self confidence encouraging independence and self discipline in all pupils;
 - develop an atmosphere in which pupils can grow up with honesty and consideration for others;
 - promote and support equal opportunities;
 - structure the curriculum to provide each pupil with access to a broad, balanced and differentiated learning opportunity;
 - provide pupils with learning skills which make them literate and numerate and able to apply these skills confidently;
 - enable pupils to think scientifically to hypothesise, predict and fair test;
 - have an understanding of the world and people and events that have contributed to its development and the forces and factors that create the landscape, towns and countryside;
 - have an awareness of and regard for music, art and drama and experience these at first hand;
 - develop an awareness and understanding of technology;
 - provide a wide range of physical education activities;
 - develop a knowledge of religious beliefs and moral values and understanding of and respect for other races, religions and ways of life.

- recognise each pupil as an individual by making records and assessments that facilitate an accurate overview, providing additional support as and when needed;
 - develop excellent links with parents and the local community;
 - develop knowledge of the language and culture of Wales.
6. The school's major priorities and targets for 2004-2005 include:
- developing schemes of work for physical education, geography and PSE;
 - improving pupil achievement in spelling;
 - raising standards in achievement by developing key skills;
 - revising and develop policies and procedures for assessment;
 - developing the school grounds.
7. The school's mission statement is: 'Working together to achieve the best'

Summary

8. Hendre Junior School has made very good progress since the last inspection. Standards have improved significantly. Major changes to the building have resulted in a quality environment that has produced an ethos conducive to learning. The leadership of the head is outstanding.
9. The findings of the inspection team differ from the school's self-evaluation in that the team awarded the school a higher grade in five of the key questions.
10. The inspection team judged the work of the school as follows:

Key question	Inspection grade
1 How well do learners achieve?	2
2 How effective are teaching, training and assessment?	3
3 How well do the learning experiences meet the needs and interests of learners and the wider community?	2
4 How well are learners cared for, guided and supported?	1
5 How effective are leadership and strategic management?	1
6 How well do leaders and managers evaluate and improve quality and standards?	1
7 How efficient are leaders and managers in using resources?	1

Standards

11. Standards in lessons observed during the inspection are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
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2%	70%	28%	-	-
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12. Overall pupils' standards of achievement in the subjects of the NC are as follows:

Subject	Key Stage 2
English	Grade 2
Mathematics	Grade 2
Science	Grade 2
Welsh second language	Grade 2
Design and technology	Grade 2
Information technology	Grade 2
History	Grade 3
Geography	Grade 2
Art	Grade 2
Music	Grade 3
Physical education	Grade 3
Religious education	Grade 2

13. Pupils' standards of achievement in lessons are well above WAG all-Wales targets of 95% satisfactory (Grade 3) and 50% good.
14. Pupils with SEN in mainstream make good progress and generally achieve good standards. Pupils in the SRB make very good progress and achieve good standards.
15. In key skills standards in ICT are good with some outstanding features. Pupils make increasing use of ICT to enhance their work in a range of subjects. Standards are good with no important shortcomings in speaking, reading, writing and numeracy. Although standards in listening are generally good there are shortcomings in a minority of classes where some individuals do not listen attentively which disrupts their learning.
16. Results in the KS2 NC tests have shown a steady improvement in English, mathematics and science since the last inspection. However, percentages of those gaining level four and above in these subjects are below LEA and national figures. When the results of pupils in the SRB are not included, percentages are close to LEA and national norms. The core subject indicator for the whole school is below the national figure and other similar schools. There is no significant difference between the performance of boys and girls.
17. Bilingualism is promoted positively in the school. It is used in whole school assemblies for example, where pupils recite the school prayer together in Welsh.

Displays are often bilingual; incidental Welsh is used very effectively in the majority of classes and subjects such as physical education.

18. Pupils' understanding of equal opportunities develops well. Those in the SRB play a full role in school life; an outstanding integration programme ensures that they have equal opportunities within the curriculum. Experiences are provided for pupils to empathise with other beliefs and they establish a positive attitude to diversity within their community and the world.
19. Pupils generally understand their tasks and have a good awareness of how they are progressing; they show motivation and try hard to improve their work. They respond well to opportunities to solve problems and demonstrate good creative skills in art and design and technology although this is less prominent in music.
20. Pupils' attitudes to learning, the interest they show in their work and their ability to sustain concentration are good overall. They are generally well behaved and understand what is expected of them. However there is a small minority of pupils in most classes who present their teachers with challenging behaviour.
21. Effective policies and systems are in place to maintain and improve behaviour. The positive behaviour management, anti-bullying and racist policies provide clear guidance. Pupils know and understand the school and classroom rules they help to devise.
22. The average rate of attendance for the three terms prior to the inspection was 93.03%; there has been a steady improvement over the last three years. A small number in most classes arrive late. A significant percentage of pupils achieve full attendance. The school follows appropriate procedures in the cases of exclusion.

The quality of education and training

23. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
21%	34%	40%	5%	-

24. In the most effective teaching, outstanding features include purposeful use of a variety of strategies and teaching methods to provide a stimulating learning environment, a challenging pace to lessons and the use of open-ended questions and investigations which encourage independent thinking and good subject knowledge.
25. In lessons that have some shortcomings there is an inappropriate pace to lessons, a lack of organisation and an ineffective approach to discipline.
26. Teachers mark pupils' work regularly, and, in general, comments offer appropriate guidance on ways in which to improve the work.

27. The quality of assessment is outstanding, and its comprehensive structure ensures that information is used effectively to inform planning at all levels.
28. Assessments are accurate and consistent and meet statutory requirements, including those for pupils with SEN both in main- stream and in the SRB class.
29. Achievement of individual pupils is monitored by tracking year on year progress.
30. The school has a broad and balanced curriculum. The provision for pupils with SEN both in mainstream and those in the SRB class is very good.
31. Schemes of work in most subjects are based on commercial schemes. While these provide a sound foundation for progression they are not always fully relevant to the needs of the school. Those in geography and Welsh however meet the needs of pupils well. The school makes appropriate provision for the cwricwlwm Cymreig in a number of subjects but insufficient attention is given to examples from the local community and Wales in some subjects.
32. Provision for PSE is good with no important shortcomings. It promotes effectively an awareness and understanding of health related matters, sustainable development, aspects of global citizenship and entrepreneurship.
33. Cultural development is good. A project in Y6 for example has raised pupils' awareness of the European dimension.
34. Planning for key skills is well embedded in school documentation. Teachers record provision to ensure that all key skills are delivered; this is extremely effective in relation to ICT.
35. Homework is provided regularly: parents are happy with the provision which extends pupils' learning in classrooms.
36. The school's overall provision for pupils' spiritual, moral and social development is good with no important shortcomings.
37. A good range of extra curricular activities, visits to places and visitors to school extend the curriculum and further strengthen the school's links with the local and wider community and stimulate many aspects of learning.
38. Partnership with parents is good but there are some shortcomings. Parents support fundraising events organised by staff, but, although the school previously benefited from a very active PTA there is currently no formal association and only one parent attended the pre-inspection meeting. However, parents are very well informed about the life and work of the school. The school prospectus and the GB's annual report to parents comply with statutory requirements.
39. Partnership with other schools is good with some features that are outstanding. The school makes good use of its location near the comprehensive school to

establish very good links. Partnership with industry is good with no important shortcomings.

40. The quality of the care, support and guidance offered to learners is consistently good with outstanding features. The school is a community possessing a warm, caring ethos and pupils feel that they are appreciated and supported.
41. Induction procedures for new pupils and those transferring to secondary school are highly effective.
42. Pupils' punctuality and attendance are monitored very carefully and procedures for promoting good behaviour are effective.
43. Staff show very good knowledge of the detailed guidelines for child protection, and procedures for action are well established. Clear information is provided about alcohol and drug abuse, and policies on sex education, fire drills, equal opportunities and racial diversity are known to all members of staff.
44. The provision for SEN is outstanding. A particular feature is the provision for four pupils with hearing impairments in the SRB. Many adaptations have taken place to enable the school to provide for pupils with a range of disabilities and there are plans for further development.
45. Adults in the school are well aware of pupils with particular needs and are very knowledgeable of procedures in case of accidents and emergencies Very good progress has been made towards becoming a healthy school.
46. Pupils spoken to during the inspection indicate that they are happy in school and enjoy the tasks they are given.

Leadership and management

47. The head's outstanding leadership has been instrumental in sustaining the very good progress since the last inspection.
48. The school has a clear sense of purpose and direction. The head sets high standards and ensures all members of staff are valued and that a good team spirit exists. Effective communication, which is embedded in the day-to-day running of the school, results in shared aims and values. The deployment of support staff is very effective and their contribution to pupils' learning is an outstanding feature of the school.
49. Subject leaders' roles are well established. They manage targets identified in the SDP within their subjects.
50. Leadership has responded well to new initiatives such as sustainable development and global citizenship.
51. Although depleted in number, the GB is enthusiastic and supportive of the school.

52. Self-evaluation has long been embedded in the school and has been instrumental in the very good progress the school has made since the last inspection. In its self-evaluation document however, the school underestimated the quality and effectiveness of its self-evaluation procedures.
53. Class teachers, support staff and parents are given full opportunities to be part of the self-evaluation process. Responses to their questionnaires have been heeded and issues addressed. Pupils play an increasing role in the self-evaluation process.
54. The GB is fully aware of the school's strengths and areas for development and receive full reports on the progress of the school's targets.
55. The school has invested heavily in capital projects to develop the building. The new library and computer suite are stimulating areas for learning which are used by teachers, pupils and parents.
56. A lack of fencing around the playground prevents the school from developing the grounds and fulfilling the planned building programme.
57. Resources for teaching and learning are good for all subjects. The provision for ICT is an outstanding feature of its effective deployment of resources
58. Staff are appropriately qualified. They share knowledge and expertise, which positively influences standards in other classes in the school. The caretaker, school secretary, kitchen and supervisory staff play a full part in school life.
59. Spending decisions match targets and priorities identified in the SDP. Decisions about long term financial planning are made with the LEA and the GB. Financial implications are clearly thought through and the school gives very good value for money.

Recommendations

In order to improve the school further, the staff and GB need to:

- R1. raise standards in history, music and physical education and maintain the significantly improved standards in other subject areas;
- R2. improve strategies for monitoring behaviour in a minority of classes in order to Improve the quality of teaching and learning;
- R3. further develop standards in listening as a key skill across the curriculum;
- R4. supplement schemes of work in order to improve the provision for the cwricwlwm Cymreig;
- R5. continue to extend the contribution of parents to school;

R6. continue to work with the LEA in relation to the school boundary and grounds as a result of the completion of the building programme on the site of the adjacent comprehensive school.

Recommendations 3, 4 and 6 are already prioritised in the current SDP.

Standards

Key question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings

60. The findings of the inspection team differ from the school's judgement in the self-evaluation report in that the school awarded this key question a Grade 3.

61. Standards of achievement in the subjects observed during the inspection are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
2%	70%	28%	-	-

62. Standards in the subjects of the NC are as follows:

Subject	Key Stage 2
English	Grade 2
Mathematics	Grade 2
Science	Grade 2
Welsh second language	Grade 2
Design and technology	Grade 2
Information technology	Grade 2
History	Grade 3
Geography	Grade 2
Art	Grade 2
Music	Grade 3
Physical Education	Grade 3
Religious Education	Grade 2

63. Pupils' standards of achievement in lessons are well above WAG all-Wales targets of 95% being satisfactory (Grade 3) and 50% being good.

64. Pupils with SEN in mainstream make good progress and generally achieve good standards. Pupils in the SRB make very good progress and achieve good standards.

65. In key skills standards in ICT are good with some outstanding features. Pupils make increasing use of ICT to enhance their work in a range of subjects through very effective use of computers in the newly established computer suite and of the interactive whiteboard where they develop a range of skills in communication and handling and presenting information. They are able to apply skills developed in discrete information technology lessons to their work in other subjects. For example older pupils' work in design and technology is enriched by their application of computer skills where they share and exchange information.
66. Standards are good with no important features in the key skills of speaking, reading, writing and numeracy. The majority of pupils articulate well in whole school situations and display confidence when answering questions in class. They use reading skills effectively for learning in subjects and absorb the information well. Skills in writing develop well as they write for different purposes across the curriculum. They respond well to opportunities provided to use numeracy skills in science and physical education and use of a range of graphical representation is applied well in curriculum areas. Although standards in listening are generally good, there are shortcomings in a minority of classes where some individuals do not listen attentively which disrupts their learning.
67. Results in the KS2 NC tests have shown a steady improvement in English, mathematics and science since the last inspection. However, percentages of those gaining level four and above in these subjects are below LEA and national figures. When the results of pupils in the SRB are not included, percentages are close to the LEA and national norms. The core subject indicator for the whole school is below the national figure. In comparison with other schools who have the same number of free school meals, results are in the lower quartile. There is no significant difference between the performance of boys and girls.
68. Bilingualism is promoted positively in the school. It is used in whole school assemblies for example, where pupils recite the school prayer together in Welsh. Displays are often bilingual; incidental Welsh is used very effectively in the majority of classes and subjects such as physical education. The school places further importance on the Welsh language when encouraging pupils to take part in written tasks in Welsh for St David's Day.
69. Pupils' understanding of equal opportunities develops well; this is a prominent feature of the school. Those in the SRB play a full role in school life; an outstanding integration programme ensures equal opportunities. Pupils empathise with other beliefs and pupils establish a positive attitude to diversity within their community and the world.
70. Pupils generally understand their tasks and have a good awareness of how they are progressing; they show motivation and try hard to improve their work. The vast majority fulfil their potential.
71. Pupils respond well to opportunities to solve problems and demonstrate good creative skills for example in art and design and technology. Creative skills are

less prominent in music, where there are insufficient opportunities for pupils to be imaginative by working independently and in groups.

72. Pupils' attitudes to learning, the interest they show in their work and their ability to sustain concentration are good overall. The vast majority of pupils work hard in lessons, show enthusiasm for their work and readily join in the range of activities provided.
73. Pupils are friendly and polite and show consideration to each other, to staff and to visitors. Throughout the day, they work and play well together. They move sensibly around the school and the majority exercise a high degree of self-discipline. Behaviour during assemblies is good: pupils enter the hall quietly and take up their places quickly. However there is a small minority of pupils in most classes who present their teachers with challenging behaviour.
74. Effective policies and systems are in place to monitor, maintain and improve behaviour. The positive behaviour management, anti bullying and racist policies provide clear guidance. Teachers are good role models and regularly remind pupils to show courtesy and consideration to others. The recently introduced School Council has a role in maintaining good relationships. Pupils know and understand the school and classroom rules they help to devise and know the consequences of misbehaviour. They respond well to the reward system, but a minority of staff does not apply behaviour routines consistently.
75. The average rate of attendance for the three terms prior to the inspection was 93.03%; there has been a steady improvement over the last three years. Most pupils attend regularly, but, despite the school's best efforts a substantial number of families take holidays in term time. The head's presence on the yard has improved punctuality and the vast majority of pupils arrive promptly at the start of the day. However a small number in most classes arrive late and often miss important introductions to lessons; this has an adverse effect on their education. A significant percentage achieve full attendance and are rewarded termly and at the end of the year. The school follows appropriate procedures in cases of exclusion.

The quality of education and training

Key question 2: How effective are teaching, training and assessment?

Grade 3: Good features outweigh shortcomings

76. The findings of the inspection team match the school's judgement in the self-evaluation report.
77. In the lessons observed the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
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21%	34%	40%	5%	-
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78. In the most effective teaching outstanding features include:
- the purposeful use of a variety of strategies and teaching methods to provide a stimulating learning environment ;
 - a challenging pace to lessons ;
 - the use of open-ended questions and investigations which encourage independent thinking ;
 - good subject knowledge.
79. In the lessons judged to be good, features include :
- clear presentation of aims and objectives at the beginning of the lesson;
 - effective review at the end of lessons;
 - effective and imaginative use of resources;
 - differentiated tasks to suit the needs of individual pupils.
80. In lessons that have shortcomings in important areas, there is:
- an inappropriate pace to lessons;
 - a lack of organisation;
 - an ineffective approach to discipline.
81. Most lessons are lively and varied, ensuring that pupils maintain interest. Teachers establish very good relationships with pupils, and the majority offer a firm, fair, and consistent approach to discipline. They plan lessons effectively, following schemes of work rigorously. They identify clear objectives and evaluate their lessons to ensure effective learning.
82. Teachers use a good range of organisational strategies, providing pupils with opportunities to work as a whole class, in groups, in pairs or as individuals. They match tasks well to pupils' abilities. The organisation and management of pupil learning in ability groups improves teaching and learning.
83. Teachers mark pupils' work regularly and, in general, comments offer appropriate guidance on ways in which to improve the work.
84. The quality of assessment is outstanding and its comprehensive structure ensures that information is used effectively to inform planning at all levels. Assessments are accurate and consistent and meet statutory requirements, including those for pupils with SEN, both in main stream classes and in the SRB class. Detailed records are kept of each pupil's progress, and very good use is made of results of national tests to investigate and analyse standards and to make informed decisions about differentiation. There are portfolios of levelled work in core subjects to ensure that moderation is consistent.
85. Pupils have a good understanding of their own progress and are involved in setting their own targets in some areas. Achievement of individual pupils is monitored by tracking year on year progress. An outstanding feature of assessment is the compilation of 'Proud to Present' files, which contain samples of work chosen by pupils themselves.

86. The school maintains good links with parents regarding their children's progress through termly consultations, IEP reviews for pupils with SEN and written reports. Annual reports conform fully to statutory requirement; they are outstanding in the way they present a clear and detailed picture of pupils' achievements both academically and socially, and indicate very clear targets for future development.

Key question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?

Grade 2: Good features and no important shortcomings

87. The findings of the inspection team match the school's judgement in the self-evaluation report.
88. The school has a broad and balanced curriculum. The allocation of teaching time is in line with statutory recommendations. A curriculum map provides a clear overview of what is being taught and identifies many imaginative curricular links between subjects.
89. Schemes of work in most subjects are based on commercial schemes. While these provide a sound foundation for progression in teaching and learning, they are not always relevant to the school; those in geography and Welsh however meet the needs of pupils well.
90. The school makes provision for the cwricwlwm Cymreig in a number of subjects and visits to such places as Cardiff Bay and the Millennium building provide pupils with valuable experiences. An awareness of Welsh culture is fostered through Welsh folk dancing and taking part in the 'Day of Dance' arranged for local schools. Insufficient attention, however, is given to examples from the local community and Wales in some subjects. Short term planning is good and identifies clear structures to individual lessons which include specific learning outcomes.
91. A significant feature of the school's curriculum is the very effective differentiation provided to meet individual needs within lessons. This includes integrating pupils from the SRB class into mainstream for some of the curriculum and reverse integration in order to ensure more support for less able pupils. Setting pupils according to mainstream and those in the SRB class is very good.
92. The school makes good provision for pupils' PSE. The scheme of work in this area follows ACCAC recommendations closely. It provides effectively for an awareness and understanding of healthy eating, sustainable development, global citizenship and entrepreneurship. Y6 pupils use their skills in mathematics and design and technology to run mini enterprise initiatives and stalls at the autumn fair.
93. Cultural development is good with no important shortcomings. A project in Y6, for example, has raised pupils' awareness of the European dimension. Pupils

across the school have many opportunities to appreciate diversity of different cultures.

94. Planning for key skills is well embedded in school documentation. Teachers record provision to ensure that all key skills are delivered. This is extremely effective in relation to ICT.
95. Homework is provided regularly. Parents are happy with the provision which extends pupils' learning beyond the classroom.
96. The school's overall provision for pupils' spiritual development is good with no important shortcomings. Collective worship sessions are happy occasions of a broadly Christian nature. They provide guidance on moral and spiritual issues and promote a sense of community. Time for reflection develops spiritual awareness.
97. The aims of the school encourage pupils' moral development. Values, such as honesty, fair play and consideration are fostered successfully. Teachers work diligently to ensure pupils can distinguish between right and wrong and show respect to others.
98. Pupils' social development is good with no important shortcomings. Monitors accept their responsibilities readily. Members of the School Council interact well with each other and are eager to take on responsibilities.
99. A good range of extra-curricular activities enriches the curriculum. The school is a member of the curriculum development centre for sport and pupils enjoy and benefit from a very good programme of sporting activities. Pupils' computer skills are enhanced through the computer club. In addition to working with interactive projects via the Internet, such as links with the South Wales Fire service, pupils develop skills, which they take back into the classroom. The cascading of these skills has a positive effect on pupils' work. Pupils develop good skills through the school's partnership with the PESS development centre and Dragon Sport.
100. Educational visits, including a residential visit to Llangrannog for older pupils, and contributions from adult volunteers, visiting authors, musicians, professional sports coaches and speakers effectively extend the curriculum and further strengthen the school's links with the local and wider community. Additionally, the school's involvement in local initiatives helps to raise the pupils' awareness of the world of work.
101. Partnership with parents is good but there are some shortcomings. Parents are very well informed about the life and work of the school. In pre-inspection questionnaires they showed their strong appreciation of the standards achieved by their children and the positive values promoted. A small number of adults regularly help teachers in the classrooms and with other activities and provide very good quality support for example through hearing pupils read and with practical activities. Parents support fundraising events organised by the staff, but, although the school previously benefited from a very active PTA, there is

currently no formal association and only one parent attended the pre-inspection meeting. The school prospectus and the GB's annual report to parents comply with statutory requirements.

102. Partnership with other schools is good with some outstanding features. The proximity of the infant school and the comprehensive school helps this. The school makes good use of the comprehensive school which often allows Hendre to share and borrow resources. Links with the cluster group of school are good; these often impact well on curriculum development.
103. Partnership with industry is good with no important shortcomings. Two teachers have enjoyed previous careers in industry and one has recently completed a forest school initiative placement in Canada. They use their skills to enhance pupils' learning particularly in ICT.
104. Pupils are successful in commercially sponsored competitions; for example in the Fire Service's information technology competition which involved the computer club.

Key question 4: How well are learners cared for, guided and supported?

Grade 1: Good with outstanding features
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105. The findings of the inspection team differ from the school's judgement in its self-evaluation report in that the school awarded this key question a Grade 2.
106. The quality of the care, support and guidance offered to learners is consistently good with outstanding features. Excellent support systems are in place to ensure that specific needs of pupils are met appropriately. The school community possesses a warm, caring, ethos and pupils feel that they are appreciated and supported.
107. The school liaises closely with the LEA, and makes purposeful use of the expertise of external support services. Outstanding relationships between the school and key personnel, such as the Community Police Officer, the Road Safety Officer and the School Nurse, promote health and safety of pupils in a positive manner.
108. Parents contribute well to the quality of support and guidance offered to pupils.
109. Induction procedures for new pupils and those transferring to secondary school are highly effective. Younger pupils in the school settle down quickly. Those who come to the school at a later stage in their education are well supported by teachers and their peers. The 'Buddies' scheme ensures that care and support are offered to all pupils who need it during playtimes.
110. Pastoral care is outstanding. Pupils know that they can turn to any member of staff at any time for help and guidance. The School Council works effectively,

raising awareness of citizenship, and ensuring that pupils' suggestions and ideas are heard.

111. Pupils' punctuality and attendance are monitored very carefully, and early and appropriate action is taken where necessary. Procedures for promoting good behaviour are good. The school is successful in integrating and supporting pupils with challenging behaviour.
112. Detailed policies and procedures, which include risk assessments, are effective in promoting health and safety. In spite of alterations to buildings on the campus, and the fact that the school is sited near a very busy roundabout, sensible and practical steps are taken to keep pupils safe when they arrive and leave the premises and when they are within the school building. Arrangements for supervision of pupils are noted clearly in the documentation and are implemented effectively. Five staff members are qualified to give first aid and medicines are administered effectively.
113. Staff show very good knowledge of the detailed guidelines for child protection; procedures for action are well established. The head is the nominated person; teachers and support staff are fully aware of their responsibilities and there is a named link governor.
114. The school provides clear information about alcohol and drug abuse, and policies on sex education, fire drills, equal opportunities and racial diversity are clear.
115. The provision for the 65 pupils with SEN, including six statemented pupils, is good with outstanding features and complements in full the CoP. These pupils receive excellent support from the specialist teacher, support staff and class teachers to reach targets noted in their IEPs.
116. An outstanding feature is the provision for four pupils with hearing impediments in the SRB. The support provided for them is of a particularly high standard; six members of staff are able to use British Sign Language. The pupils receive excellent provision in core subjects in the SRB and respond positively to being taught foundation subjects in mainstream classes where they continue to benefit from the exceptional care they receive from committed assistants.
117. Very effective support and guidance for pupils with SEN is received from external agencies.
118. Many adaptations have taken place to enable to provide for pupils with a range of disabilities and there are plans for further developments.
119. The school ensures that the self-esteem and confidence of all pupils is nurtured very well. Work in a number of subjects reflects the importance placed by the school on respect and tolerance. Pupils discuss topics, such as racial harmony and good citizenship in a mature way during PSE sessions, circle time and School Council meetings. Any incidents of racism that occur are dealt with

promptly. During the inspection no evidence was seen of bullying, but there are appropriate procedures in place should the need arise.

120. The management of health and safety and pupils' welfare is an outstanding feature in the school. The school provides a safe and secure environment. There is a comprehensive health and safety policy: risk assessments are systematic. Adults in the school are very knowledgeable about procedures in the event of accidents and emergencies such as how to deal with pupils with identified allergic reactions. Older pupils have responsibilities and apply for posts as fire prevention officers.
121. Very good progress has been made towards becoming a healthy school. The school promotes healthy exercise such as skipping at lunchtime and runs a daily fruit tuck shop.
122. Pupils spoken to during the inspection indicate that they are happy in school and enjoy the tasks they are given.

Leadership and management

Key question 5: How effective are leadership and strategic management?

Grade 1: Good with outstanding features

123. The findings of the inspection team differ from the school's judgement in its self-evaluation report in that the school awarded this key question a Grade 2.
124. The head provides outstanding leadership, which has been instrumental in sustaining the very good progress since the last inspection. The school prioritises improvement in standards; systems and management of this process are well defined.
125. The head sets high standards and ensures all members of staff are valued and that a good team spirit exists. The school has a clear sense of purpose and direction.
126. The school works effectively with all stakeholders and outside agencies.
127. Effective communication, which is embedded in the day-to-day running of the school, results in shared aims and values, which promote equal opportunities for all. Staff meetings are held on a regular basis.
128. The deployment of support staff is very effective and their contribution to pupils' learning is an outstanding feature of the school.
129. All staff undertake systematic professional training; they are clear about their own development through a comprehensive performance management system, which is directly linked to targets identified in the SDP.

130. Subject leaders' roles are well established. This has impacted on improvement in standards and secured the development of teaching and learning. The co-ordination of information technology and design and technology throughout the school is an outstanding feature. Subject leaders manage targets identified in the SDP within their subjects; this has been particularly effective in raising standards in literacy and numeracy, and in developing the use of information technology and ICT as a key skill across the curriculum.
131. Leadership has responded to new initiatives such as sustainable development and global citizenship by recently appointing a co-ordinator.
132. Although depleted in number, the GB is enthusiastic and supportive of the school. A number of governors have recently been appointed and plans for their full involvement in the school are proceeding well.

Key question 6: How well do leaders and managers evaluate and improve quality and standards?

Grade 1: Good with outstanding features

133. The findings of the inspection team differ from the school's judgement in its self-evaluation report in that the school awarded this key question a Grade 3.
134. Self-evaluation has long been embedded in the school. Clear self-evaluation procedures have been instrumental in the very good progress the school has made since the last inspection. In its self-evaluation document however the school underestimated the quality and effectiveness of its self-evaluation procedures.
135. The school responded positively to the wide range of key issues identified in the last inspection report. All issues identified were targeted effectively as part of a three year action plan. This included a comprehensive system of monitoring by staff and head on a rolling programme which was linked to appropriate INSET and the acquisition of resources. Success criteria were identified.
136. The post inspection action plan was evaluated and further targets identified in SDPs.
137. The current SDP is a very concise working document which is shared by all involved in the life of the school. It is discussed by staff on a regular basis and progress towards success criteria is recorded on a termly basis.
138. Subject leaders monitor a range of aspects in their subjects and work closely with the head. Complete records of developments in their subjects are kept in their co-ordinator files and activities in their non-contact time are recorded. The head monitors classes and a selection of pupils' books on a regular basis.
139. Class teachers are given opportunities to complete questionnaires. These are collated, analysed and addressed when resources allow.

140. Support staff play a full part in the self-evaluation process. Their responses are heeded and issues in relation to their role and whole school procedures are addressed.
141. Parents are given full opportunities to give their opinions on every aspect of their children's education and the school takes account of their views.
142. Pupils play an increasing role in the self-evaluation process. The School Council represents the views of pupils and members are articulate and eager to be part of the school's decision making project.
143. The GB is fully aware of the school's strengths and areas for development and receives full reports on the progress of the school's targets.
144. The school systematically uses local and national data; standards achieved in the school are closely monitored in relation to national priorities. Test results are effectively analysed and used as a focus for setting targets for improvement and priorities for action.

Key question 7: How efficient are leaders and managers in using resources?

Grade 1: Good with outstanding features
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145. The findings of the inspection team differ from the school's judgement in its self-evaluation report in that the school awarded this key question a Grade 2.
146. The school has invested heavily in capital projects to develop the building. It applied for and was successful in securing three grants for this purpose. Internal alterations have had a major impact on the quality of teaching and learning. The new library and computer suite are stimulating areas for learning which are used by teachers, pupils and parents.
147. A lack of fencing around the playground prevents the school from developing this area and fulfilling the planned building programme.
148. Resources for teaching and learning are good for all subjects. Although some storage space has been removed by increasing the size of classrooms, resources are effectively organized to make them easily available for all users. The provision for ICT is an outstanding feature of its effective deployment of resources.
149. Members of the teaching staff are appropriately qualified and provide pupils with good support and guidance. Staff share knowledge and expertise; this positively influences standards in other classes in the school. Although their initial qualifications do not always match curriculum responsibilities a wide ranging programme of INSET has ensured that subject knowledge is generally good.

150. A NQT is mentored by a senior member of staff and there are appropriate arrangements for mentoring students on school experience.
151. The caretaker, school secretary, kitchen and supervisory staff play a full part in school life. Their contributions are valued and they carry out their responsibilities effectively and efficiently.
152. Spending decisions match targets and priorities identified in the SDP, staff contribute to this process, which clearly influences the management of resources in the school.
153. Decisions about long term financial planning are made with the LEA and the GB. The school ensures that day-to-day financial management is clear and efficient. The GB finance sub committee meets on a regular basis and is fully aware of the management of the school's budget.
154. Financial implications are clearly thought through and the school gives very good value for money.

Standards achieved in subjects and areas of learning

English

Grade 2: Good features and no important shortcomings

Good features

155. The majority of pupils across the key stage develop good listening skills and respond well to teacher's and other pupils' contributions. They give good oral answers to questions and often provide extended comments and observations.
156. In Y3 pupils give the correct order to oral instructions on making a drink while in Y4 they can recall the events in a story. The majority of older pupils confidently give reasons for and against points of view.
157. Pupils in all classes read well. They show good attitudes in their daily quiet reading sessions. When reading aloud they show an understanding of the text. They respond well to group reading sessions which are effective in extending their skills and enjoyment of books. They choose a wide variety of books to read and can talk about fables, books by Welsh authors and non-fiction texts; they know the differences between the styles of the books they read.
158. Pupils across the key stage develop good library skills. Older pupils have a good knowledge of the language of books such as 'glossary' and 'index' and know how books work.
159. Pupils' knowledge of language develops well. Younger pupils can give definitions and examples of parts of speech. Grammatical language develops

well as pupils proceed up the school; for example, they understand the meanings of different kinds of questions and can define and give examples of similes and metaphors.

160. Pupils across the key stage understand how to use dictionaries which help them in their work. They respond well to the school's current focus on spelling. In Y6 they demonstrate a range of strategies to learn the spellings of familiar and unfamiliar words.
161. Pupils understand that there are many kinds of writing and they can relate the kind of writing needed to accomplish a task. They use the appropriate language for creative and persuasive language and can write notes in bullet point to give instructions. Poems they write are of a good standard since they use the knowledge of language they possess to write interesting and descriptive pieces.
162. The handwriting of the majority of children is good and written work is generally well presented.

Shortcomings

163. There are no discernible shortcomings.

Mathematics

Grade 2: Good features and no important shortcomings

Good features

164. Pupils develop a range of calculation strategies to enable them to solve problems mentally. Pupils recognise patterns and apply methods confidently when responding to questions and tasks. They react well to encouragement regarding the most efficient methods for calculation.
165. Pupils are aware of number patterns and have a good recall of number facts. Younger ones use their recall of addition and subtraction well to solve problems. Older pupils understand the relationship between doubling and halving and apply these methods to calculate more complex work in multiplication and division.
166. As pupils progress through the school they become more confident at rounding numbers and working accurately within the decimal system.
167. Pupils have a sound understanding of place value, are able to solve money problems and can represent data in different ways.
168. Pupils' knowledge of shape is good; they are able to recognise properties of two and three dimensional shapes and apply this knowledge when solving problems in area, perimeter and direction.

169. Most pupils make sensible estimates when working with number and measures. They demonstrate a good understanding of mathematical language when explaining their work.
170. Pupils understanding of how to measure angles increases as they progress through the school. Older pupils use this knowledge effectively in mathematical investigations and are able solve more complex problems independently.

Shortcomings

171. There are no discernible shortcomings.

Science

Grade 2: Good features and no important shortcomings

Good features

172. Pupils throughout the school have very good knowledge of healthy eating, and describe in detail the key elements of a balanced, adequate and varied diet. Younger pupils identify different types of teeth and explain clearly how they should look after them. Y5 pupils plan healthy menus.
173. Y3 pupils' knowledge of rocks is good and they can explain clearly what their investigations show about the characteristics of rocks and soils they test. They identify common materials well and give sensible reasons why different materials are suitable for specific purposes.
174. Through their work on 'Keeping Warm', Y4 pupils identify materials that are good thermal insulators, and make appropriate use of terms, such as conduction, convection and radiation, when discussing their work.
175. Pupils across the school have a good scientific knowledge, in line with their age and ability; they have a clear understanding of fair tests. They predict, ask questions, make inferences, conclude and evaluate through investigative work. Y3 pupils make relevant observations about diet investigations, and present results accurately in bar charts and graphs, and Y4 pupils record their investigations into circuits and conductors effectively in a variety of ways.
176. Older pupils know the differences between solids and liquids, and describe the melting and dissolving processes well. They display good knowledge and understanding of friction as they describe factors that increase friction between solid surfaces. They recognise that sounds travel through solids, water and air and they complete successfully basic investigations into sound travelling through different materials.
177. Y6 pupils know how shadows are formed, and have a good understanding of how light travels and how the earth rotates. They understand clearly how plants and animals in different habitats depend on each other, and are suited to their environment.

Shortcomings

178. Pupils show a tendency to over rely on teacher guidance when planning and conducting investigations.

Welsh second language

Grade 2: Good features and no important shortcomings

Good features

179. Pupils' attitudes to Welsh in their lessons are positive; they respond well to the use of Welsh in class and are eager to earn a 'tocyn iaith' for their efforts.
180. Pupils across the key stage display good listening skills when hearing Welsh dialogues in a series of videos; they interact well with the characters and show a good understanding of the role play situations portrayed and what the characters are saying.
181. Pupils' pronunciation of familiar and unfamiliar vocabulary is good. They articulate the school prayer in Welsh in collective worship effectively and in class they pronounce a range of language patterns well when engaged for example in role-play in the café.
182. Across the school pupils display progression in the language patterns they know and use. They learn new ones quickly and recall previous knowledge well. They make connections between words and phrases and link them appropriately.
183. Pupils in Y3 can describe clothes accurately, while in Y4 they can tell the time and use the correct vocabulary to buy food in Welsh. In Y5 they can indicate what they like and want in Welsh and in Y6 they are able to ask for and provide a range of information about themselves and others.
184. Older pupils make good use of personal dictionaries and use words they see in displays to help them in their work.
185. Pupils see and use a variety of reading materials. In Y6 they read simple stories effectively and meaningfully. They use the words they know to understand the story and can predict what could happen next.
186. Pupils reinforce their oral work successfully in a range of written activities; older ones can choose appropriate phrases when engaged in independent writing matched to their linguistic ability.

Shortcomings

187. There are no discernible shortcomings.

Design and technology

Grade 2 : Good features and no important shortcomings

Good features

188. Most pupils show a good awareness of the design process; they can identify materials and their use within a design as well as the components of a finished product.
189. Pupils are able to use materials provided to develop their designs and they produce an outcome fit for purpose. The work of younger pupils' on developing picture frames and a project on slippers undertaken in older classes has resulted in a range of quality-finished products.
190. As pupils progress throughout the school, they modify their designs with more sophistication, testing each stage against initial design specification and purpose. Older ones follow and record a step-by-step analysis of the process, including effective evaluations of the finished product.
191. Pupils develop their knowledge of how things work; this helps their own construction of products. Younger ones understand how simple pneumatics can be used to work models and they apply different pop-up techniques in developing a Welsh book for KS1 pupils. Older pupils use cams and levers as part of a history topic and employ stitching and joining techniques in the making of slippers.
192. Older pupils use the Internet effectively to research their work and interact with appropriate software to extend their knowledge of design, materials and construction. Their awareness of the place of design and technology in society is good.
193. Pupils confidently use appropriate technological language when describing and discussing their work.
194. Pupils effectively record their work. Younger ones produce accurately labelled diagrams and accounts, which are developed further in older classes with detailed analysis, which clearly identifies the various stages of designing and making.

Shortcomings

195. There are no discernible shortcomings.

Information technology

Grade 2 : Good features and no important shortcomings.

Good features

196. Pupils confidently log onto the school network and can access subject and personal folders independently.
197. Pupils throughout the key stage are able to save, insert, resize, interpret data, use graphics and print work.
198. Older pupils are able to check information and question plausibility through interrogating data-bases.
199. Pupils make good use of interactive white boards and are clearly motivated to learn through their effective use. In the best examples, their levels of concentration and focus increase during these learning experiences.

Shortcomings

200. There are no discernible shortcomings.

History

Grade 3: Good features outweigh shortcomings.

Good features

201. Pupils throughout the school have a good understanding of chronology. They make effective and consistent use of time lines and other conventions, such as BC and AD, to promote their understanding of the passage of time.
202. Pupils understand that it is possible to discover facts about the past by asking questions, reading factual books and fiction, studying documents and photographs and, using artefacts and the Internet.
203. Visits to places of historical interest, such as the Big Pit, Caerphilly Castle, Caerleon and Llancaiach Fawr enrich pupils' understanding of historical knowledge and concepts.

204. Y3 pupils have good knowledge of some aspects of life in Britain under Roman rule. They use artefacts, such as knuckle bone toys, to investigate the past.
205. Y4 pupils discuss some characteristics of Tudor times well; for instance, they name monarchs and recall facts about religion and living conditions, comparing them on a simple level with life today. Pupils in Y4 also have a good knowledge of what conditions were like in the coal mines in South Wales as a result of a visit to Big Pit.
206. In Y5 pupils have a good knowledge of school life in Victorian times and present key facts in an interesting way in poster form. They have a clear understanding of the growth of the coal industry and its effect on South Wales.
207. Y6 pupils successfully compare reading and writing today with speed, style and writing tools of earlier times. Their knowledge of Norman Castles is good, and they discuss aspects of the Second World War with understanding, displaying empathy as they relate to people who lived under difficult circumstances.
208. Pupils in all classes use history terminology appropriately when discussing their work and they present results of investigations in an interesting variety of ways.

Shortcomings

209. Pupils display a limited knowledge about the characteristics of the periods studied, and have difficulty in identifying causes and consequences of some events and changes.
210. Pupils use a limited range of sources to investigate historical topics.

Geography

Grade 2: Good features and no important shortcomings.
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Good features

211. Younger pupils use mapping skills effectively to create plans and to locate Caerphilly on a map of Wales. They record their routes to school accurately and are well aware of road safety as they journey to school. They understand the significance of symbols on maps and have some knowledge of the countries of Great Britain.
212. Older pupils use four and six figure grid references effectively when locating places on maps. Their understanding of map keys is sound, and most pupils have a good knowledge of the points of the compass.
213. Pupils across the school have good knowledge of their locality and they discuss physical and human features with adequate understanding. They have

some knowledge of the physical and human geography of Wales; for example younger pupils mark tourist attractions correctly on a map of Wales.

214. Others have very good knowledge of living conditions in Kenya, and make good use of geographical enquiry skills to study various aspects. They compare living conditions, weather, farming, and folk tales effectively with those in Wales. Effectively using a good variety of resources, such as atlases and tourist brochures, pupils plan sea, overland and air routes from Cardiff to Nairobi, noting distance travelled, countries and seas crossed and time taken.
215. Through their study of Cardiff Bay older pupils acquire very good knowledge and understanding of an area which contrasts with their own locality. Using secondary sources, such as aerial photographs, they identify human and physical features well, and discuss land use in a mature way. They develop effective thinking skills through lively discussion about leisure activities and residential and environmental issues.
216. Pupils throughout the school effectively identify ways in which people affect the environment. Older ones investigate how the future is safeguarded through sustainable development. Younger ones have a good awareness of man's responsibility for the environment through their concern about litter and pollution.
217. The majority of pupils use appropriate geographical vocabulary when discussing their work.

Shortcomings

218. There are no discernible shortcomings.

Art

Grade 2: Good features and no important shortcomings.
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Good features

219. Pupils generally are enthusiastic about their art work. Group compositions show that they co-operate well in the production and value each others' contribution.
220. Sketchbooks across the key stage show pupils' pride in the presentation of their work. In their observational drawings they use a variety of media and techniques effectively when conveying detail in still life observations.
221. In Y3 pupils show a good understanding of pattern, as they produce their own printing blocks and experiment with rotational and symmetrical shapes. They use a computer program well to consolidate their skills and produce effective repetitive patterns suitable for a wallpaper design.
222. Pupils in Y4 discuss journeys and display good observation and recall skills. They invent their own functional symbols to represent objects, events and people

on a journey. They establish a good understanding of the basic characteristics of Aboriginal art.

223. In Y5 pupils look in detail at photographs of the Bayeux Tapestry. They use their findings well to develop how pictures communicate text. They develop good skills in line, colour and proportion as they make their own illustrations of how part of a story could be illustrated and they compare these effectively with actual illustrations in the book.

224. In Y6 pupils use a painting by Richard Wilson to develop an awareness of the importance of colour and perspective when painting a landscape. They produce their own effective versions in paint.

225. Pupils in Y6 develop an understanding of three dimensional art work, as they design and make attractively decorated hats for a 'Mad Hatter's Tea Party'. They use a range of media effectively and the finished products are of a good quality.

226. Older pupils look at pictures by Welsh artists and write effective accounts of what they feel the artists want to convey.

Shortcomings

227. Pupils' knowledge of Welsh artists is superficial and their knowledge of art terminology is limited.

Music

Grade 3: Good features outweigh shortcomings

Good features

228. Pupils across the key stage listen to different kinds of music and can comment on their mood.

229. In Y3 pupils listen to a recording of 'Old Macdonald had a farm' as a stimulus to identifying notes that make up the pentatonic scale. They can identify specific notes and establish a good sense of pitch and rhythm. They use chime bars, glockenspiels and xylophones well, handling the beater appropriately. They begin to establish a basic musical vocabulary.

230. In Y4 pupils can identify the music they hear with that of a church setting and can identify when two-part singing occurs. They learn the notes of the solfa scale quickly and can sing a sustained note accurately while others sing the solfa scale.

231. Older pupils are quick to understand the techniques involved in playing the recorder. They make a good first attempt at tonguing and fingering to play a clear A note.

232. Pupils who receive extra tuition on keyboard, guitar and violin contribute their knowledge and understanding to help others in class activities.
233. Many pupils extend their skills and understanding further when listening to visiting musicians and taking part in community events and school concerts. Singing on these occasions is good.

Shortcomings

234. Pupils' singing generally in class and whole school sessions is underdeveloped and often lacks tonality.
235. Pupils have underdeveloped skills in the composing element of the curriculum; they have little experience in evaluating their own compositions and those of others.

Physical education

Grade 3: Good features outweigh shortcomings

Good features

236. Pupils understand how to warm up and cool down and the importance of these procedures when preparing and recovering from physical exercise. Some older ones are able to perform stretches correctly and describe the purpose and effect on muscles.
237. In games pupils are able to move safely in a defined space, changing direction and pace to avoid others. Younger ones can send and receive a large ball in pairs. Older pupils show more awareness of space when playing small-sided games, creating room to receive a pass and using sound technique when sending a ball with the chest and an overhead pass.
238. In gymnastics pupils are able to perform basic shapes and balances and put these into simple sequences with appropriate starting and finishing positions. They are able to plan sequences in pairs and evaluate the performance of others making comments about the content of the movements observed.
239. In dance pupils are able to follow simple step patterns when performing traditional Welsh folk dances. They are able to work in pairs and contribute to the co-ordination of a whole class dance.

Shortcomings

240. Pupils' performance is often not of sufficient quality to allow them to make progress in improving techniques and refining movements to achieve consistency; some pupils are also uncertain about the expectation of their performance.
241. A minority of pupils in some classes do not participate in lessons because they have not brought suitable clothing.

Religious education

Grade 2: Good features and no important shortcomings

Good features

242. Pupils throughout the school have a good knowledge of the Bible as a sacred book. They have a good recall of characters and events from Old and New Testament stories. Younger ones retell Jesus' miracles enthusiastically, while older pupils understand the significance of some of the parables told by Jesus.
243. Pupils have a good awareness of the meaning and purpose of Christian worship through visits to a local church and chapel. They realise the significance of ceremonies, such as baptism and confirmation, and understand the meaning of belonging to a Christian community.
244. Pupils understand the significance of prayer and many write their own prayers.
245. Younger pupils have a good awareness of the need for rules in everyday life. They have a basic knowledge of the rules of Judaism and Christianity and have a good awareness of their effect on believers' lives.
246. Older pupils have a good knowledge of Judaism and Islam; and discuss effectively similarities and differences in beliefs and in the ways different groups worship. Their visits to a synagogue and a mosque greatly enrich their knowledge of customs, sacred books, festivals and beliefs.
247. All pupils have a good awareness of principles, such as honesty, trust, love and friendship, and discuss these effectively.
248. Pupils in all classes are very aware of the importance of protecting the world in which they live.
249. Pupils have some knowledge of world famous humanitarians and people who have shaped Welsh religious beliefs and practices.
250. The school follows the Agreed Syllabus drawn up by the LEA.

Shortcomings

251. There are no discernible shortcomings.

School's response to the inspection

The head, staff and GB are happy to receive this very positive report acknowledging the progress made by the school since its last inspection in 1999. The outcomes of the inspection have been considered and the school concludes that they reflect the practice, teamwork and ethos of the school

The inspection findings recognise the progress made in raising standards in pupil achievement and the improved standards in the subject areas. We are pleased that the inspection team was able to describe several areas of the school's work as having outstanding features including provision for pupils with SEN, assessment, care support and guidance for pupils, liaison with other schools, use of support staff and the provision for ICT.

The report acknowledges the work of the school staff, teaching and non teaching and confirms that the school is achieving its aim to be a happy and secure place in which pupils grow in confidence and independence.

It was particularly pleasing to have positive comments about the changes made to the school building and their impact on teaching and learning and to have an overall grade 1 for each of the questions 4, 5, 6 and 7 relating to the support for learners, leadership and management, school development planning, self-evaluation and use of resources.

The recommendations put forward by the inspection team will be addressed forthwith with the areas highlighted incorporated into school development planning.

A copy of the school's action plan in response to the inspection will be sent to all parents. The Governor's Annual Report to parents will report on the progress we are making on the inspection recommendations.

The school has found the inspection process to be a helpful and constructive part of its self-evaluation procedures and would like to take this opportunity to thank all the members of the team for their professional and courteous approach.

“Working Together to Achieve the Best”

Appendix A Basic information about the school

Name of school	Hendre Junior School
School type	Community
Age-range of pupils	7-11
Address of school	St Cenydd Road Trecenydd Caerphilly
Post-code	CF83 2RP
Telephone number	02920852518

Headteacher	Mrs Christine Thompson
Date of appointment	September 1998
Chair of governors	Mr R. Evans
Reporting inspector	Mrs Eleri Betts
Dates of inspection	February 22nd-24th 2005

Appendix B

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	-	-	-	-	52	41	42	56	191

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	9	1	9.6

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	27:1
Pupil: adult (fte) ratio in special classes	4:3
Average class size, excluding nursery and special classes	27
Teacher (fte): class ratio	1.1:1

Term	KS2	Whole School
Autumn 2004	93.68%	93.68%
Summer 2004	91.77%	91.77%
Spring 2004	93.66%	93.66%

Percentage of pupils entitled to free school meals	20.8%
Number of pupils excluded during 12 months prior to inspection	0

Appendix C

National Curriculum Assessment Results End of Key Stage 2

National Curriculum Assessment KS2 Results 2004							Number of pupils in Y6			66		
Percentage of pupils at each level												
			D	A	F	W	1	2	3	4	5	6
English	Teacher assessment	School	0	0	0	1.5	1.5	3.0	19.7	45.5	28.8	0
		National	0	0	0	0	1	6	16	45	31	0
	Test/Task	School	0	0	3	0	0	13.6	16.7	45.5	21.2	0
		National	0	2	1	0	0	5	12	38	40	0
Mathematics	Teacher assessment	School	0	0	0	0	3.0	6.1	16.7	54.5	18.2	0
		National	0	0	0	0	0	4	18	42	33	0
	Test/Task	School	0	3	0	3	3.0	4.5	24.2	34.8	27.3	0
		National	0	2	1	0	0	4	18	42	33	0
Science	Teacher assessment	School	0	0	0	1.5	1.5	1.5	18.2	50.0	27.3	0
		National	0	0	0	0	0	2	13	49	35	0
	Test/Task	School	0	0	0	3	0	0	21.2	54.5	21.2	0
		National	0	2	0	0	0	1	9	48	39	0

Percentage of pupils attaining at least level 4 in mathematics, science, and English)			
by Teacher Assessment		by Test	
In the school	69.7%	In the school	53.0%
In Wales	70.0%	In Wales	71.0%

- D Pupils who are exempted under statutory arrangements from part or all of the National Curriculum
A Pupils who have failed to register a level because of absence
F Pupils who have failed to register a level for reasons other than absence
W Pupils who are working towards level 1

Appendix D

Evidence base of the inspection

- A team of four inspectors, who were present in the school for 11 inspector days, carried out the inspection. The acting head was the nominee.
- Pre-inspection meetings were held with parents and the GB to discuss the life and work of the school.
- Twenty-seven questionnaires were completed by parents and carefully analysed; 98% of the replies were positive.
- Discussions were held with the head and staff with responsibilities.
- School documentation and samples of pupils' work were examined.
- Fifty- nine lessons or sessions were observed.
- A sample of pupils' work from across the ability range in each year group was examined.
- Discussions were held with pupils about the life of the school.
- Pupils' behaviour was observed during break periods, at lunchtime and at the start and end of school sessions.
- Inspectors attended assemblies and observed extra- curricular activities.
- Post-inspection meetings were held with the staff and GB.

Appendix E

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mrs Eleri Betts Registered Inspector	Context Summary and recommendations Key Questions 1,3,6. English, Welsh, music, art
Mrs Caterina Lewis Lay Inspector	Contributions to Key Questions 1,3,4,7
Mr Graham Haines Team Inspector	Key Questions 5,7. mathematics, design and technology, information technology, physical education.
Mrs Zohrah Evans Team Inspector	Key Questions 2,4 science, history, geography, religious education

Acknowledgement

The Inspection Team would like to thank the governors, staff and pupils for their co-operation and courtesy during the inspection.

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