

**Inspection under Section 28 of the
Education Act 2005**

A Report on the Quality of Education in

**Hendredenny Park Primary School
White Cross Lane
Caerphilly
CF83 2RL**

School Number: 6762338

Date of Inspection: 28 September 2009

by

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Hendredenny Park Primary School was inspected as part of a national programme of school inspection. The purpose of inspection 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 information about the performance of their child's school.

The inspection of Hendredenny Park Primary School took place between 28/09/09 and 01/10/09. An independent team of inspectors, led by Stephanie James 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.

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 |

There are three types of inspection.

For **all** inspections, there is a written report on seven key questions.

For **short** inspections, there are no subject reports.

For **standard** inspections, there are also reports on six subjects.

For **full** inspections, there are also reports on all subjects.

Estyn decides the kind of inspection that a school receives, mainly on the basis of its past performance. Most schools receive a standard inspection. All nursery schools, special schools, pupil referral units and any new or amalgamated schools receive a full inspection.

This school received a **standard** inspection.

Year groups and key stages

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

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

Primary phase:

| | | | | | | | |
|------|-----|-----|-----|-----|-----|------|-------|
| Year | R | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
| Ages | 4-5 | 5-6 | 6-7 | 7-8 | 8-9 | 9-10 | 10-11 |

Secondary phase:

| | | | | | | | |
|------|-------|-------|-------|-------|-------|-------|-------|
| Year | Y7 | Y8 | Y9 | Y10 | Y11 | Y12 | Y13 |
| Ages | 11-12 | 12-13 | 13-14 | 14-15 | 15-16 | 16-17 | 17-18 |

The 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 |

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Context

The nature of the provider

- 1 Hendredenny Park Primary School is a community school situated on the outskirts of Caerphilly. It serves the stable residential area of Hendredenny which is mainly composed of private housing. There are 218 pupils aged three to eleven years on roll, including the full time equivalent of 11 children in the nursery. Five per cent of pupils are entitled to free school meals, which is well below the Wales average of 17 per cent and the Caerphilly Local Authority average of 21 per cent.
- 2 Most children start school in the nursery on a part-time, morning only basis in the term after their third birthday. Children's attainment on entry to school is generally above the Local Authority average. Nearly all pupils are of white ethnic origin and speak English at home. Very few pupils receive tuition in learning English as an additional language. No pupil speaks Welsh as their first language. Eleven per cent of pupils have special educational needs (SEN). This is below the national average of approximately 20 per cent. Around one per cent of pupils have formal statements of SEN, which is also below the national average. The school reports that there has recently been an increase in the number of pupils who have speech difficulties or other specific SEN.
- 3 The school was last inspected in November 2003. A new head teacher was appointed in January 2005. During the last three years there has been a high turnover in the teaching and administrative staff due to factors such as maternity, retirement and long-term sick leave resulting in several temporary appointments. During the inspection, there were two new teachers in key stage 1 and two teaching assistants were covering the work of the school administrator. Major building work to extend all the classrooms was completed in November 2008 and the school grounds have been considerably developed. The school gained the Eco Schools green flag award in recognition of its commitment to sustainable development in May 2008. It achieved Investors in People status for the second time in December 2008 and the British Educational Communications and Technology Agency ICT Mark in June 2009.

The school's priorities and targets

- 4 The school's motto is, "Learning in Harmony." Its mission statement is to, "create a collaborative, supportive and stimulating environment, where pupils and staff are encouraged to strive for high standards and to embrace challenge."
- 5 The school's aims include:
 - providing a secure, caring and happy school with a clear ethos;

- ensuring pupils are confident communicators using skills of speaking, listening, reading, writing;
- ensuring pupils are numerate, confident in using mathematics and ICT skills to understand, quantify and explain concepts, structures and ideas;
- providing the climate for effective teaching and learning in which we all seek to achieve our potential and strive for excellence as partners, not competitors.

6 The school's main priorities and targets for 2009-2010 include:

- to maintain and improve standards through analysis of data on pupils' achievements;
- to ensure pupils understand and use targets to improve their learning;
- to further improve standards in skills across the curriculum;
- to further improve standards by reducing 'within school' variation;
- to achieve the National Council for Able Children in Education Award by improving the provision for more able and talented pupils;
- to develop further the role of the senior management team.

Summary

- 7 Hendredenny Park Primary School is a good school that has continued to improve in important areas, the good quality of education it provides for pupils during a period that has seen many changes in staffing.

Table of grades awarded

| Key Question | Inspection grade |
|--|------------------|
| 1 How well do learners achieve? | 2 |
| 2 How effective are teaching, training and assessment? | 2 |
| 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? | 2 |
| 5 How effective are leadership and strategic management? | 2 |
| 6 How well do leaders and managers evaluate and improve quality and standards? | 2 |
| 7 How efficient are leaders and managers in using resources? | 2 |

Standards

- 8 In the lessons observed in the subjects inspected, standards were judged as follows:

Grades for standards in lessons in subjects inspected

| Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|---------|---------|---------|---------|---------|
| 6% | 75% | 19% | 0% | 0% |

- 9 The percentage of lessons where standards were judged to be grade 2 or above is slightly below the national picture described by Her Majesty's Chief Inspector in his most recent report. In 2007-2008, standards in 84 per cent of lessons in primary schools inspected in Wales achieved a grade 2 or better.
- 10 Overall standards in the subjects inspected were judged as follows:

| Grades for standards in subjects inspected | Key Stage 1 | Key Stage 2 |
|--|-------------|-------------|
| Mathematics | 2 | 2 |
| Science | 2 | 2 |
| Welsh second language | 2 | 2 |
| Geography | 2 | 2 |
| Art and design | 1 | 1 |
| Religious education | 2 | 2 |

- 11 In the 2009 National Curriculum teachers' assessments at the end of key stage 1, 96 per cent of pupils gained at least level 2 in all three core subjects combined, the Core Subject Indicator. This compares well with 81 per cent of

pupils attaining the Core Subject Indicator nationally in 2008. One hundred per cent of boys and girls attained level 2 in mathematics. Girls slightly outperformed boys in English and science.

- 12 In the 2009 National Curriculum teachers' assessments at the end of key stage 2, 85 per cent of pupils gained the Core Subject Indicator (at least level 4 in all three core subjects combined). This compares well with 76 per cent of pupils attaining the Core Subject Indicator nationally in 2008. The performance of boys and girls was similar in English and science. Six per cent more boys than girls attained level 4 or better in mathematics.
- 13 Pupils' performance at the end of both key stages is consistently above national and local averages, in line with the targets set for them. Most pupils achieve good standards in their knowledge, understanding and skills and attain or exceed agreed learning goals. There is, however, some inconsistency in pupils' rate of progress as they move through the school. In many lessons they are working at full capacity but in a few lessons they are not sufficiently challenged and therefore do not achieve as much as they could in the time available.
- 14 The overall quality of the educational provision for under-fives is appropriate to their needs and the children are making good progress towards the Foundation Phase outcomes. Pupils with special educational needs (SEN) and those identified as needing extra help to 'catch up' with their reading make good, and often outstanding, progress relative to their abilities.
- 15 In their work across the curriculum, overall standards in pupils' use of the key skills of speaking and listening, reading, writing, numeracy and information and communication technology (ICT) are good with no important shortcomings. Standards of handwriting and presentation are generally good. The bilingual competence of children under five is good with outstanding features. In key stages 1 and 2, pupils' bilingual competence in Welsh and English is good.
- 16 When given the opportunity, most pupils display good independent, problem-solving skills. However, the majority do not develop their capacity to work independently as much as they could because they are not given sufficient opportunities to do so.
- 17 Nearly all pupils make good progress in the development of their personal, social, moral and wider skills. Most pupils' behaviour is good and there is an atmosphere of mutual respect between adults and pupils. Nearly all pupils are friendly, polite and considerate and play very well together. They have a good awareness of equal opportunity issues and show respect for diversity within society.

The quality of education and training

18 The quality of teaching was judged as follows:

Grades for teaching

| Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|---------|---------|---------|---------|---------|
| 5% | 74% | 21% | 0% | 0% |

- 19 The overall quality of teaching is slightly below the national picture described by Her Majesty's Chief Inspector in his most recent report. In 2007-2008, 83 per cent of the quality of teaching in lessons in primary schools inspected in Wales achieved a grade 2 or better. Given the many changes in teaching staff over the last three years, the school has worked hard to maintain the overall good quality of teaching.
- 20 Good features in the quality of teaching include variety in the range of approaches and resources used, opportunities for pupils to engage actively and independently in the lesson, tasks well matched to pupils' abilities and very effective deployment of teaching assistants. Shortcomings in a minority of lessons include over-direction by the teacher which limits the development of pupils' independent learning skills, a slow pace and an insufficient level of challenge.
- 21 The school's assessment system is comprehensive and pupils' progress is recorded accurately and consistently. Annual reports to parents are detailed and informative.
- 22 A broad, balanced and relevant curriculum with a variety of interesting experiences effectively meets pupils' needs. The range of extra curricular activities is good and contributes well to pupils' personal development. Visits by pupils in the immediate locality and beyond have a positive impact on their knowledge and understanding across the curriculum, as do a wide range of visitors to the school. The provision for pupils' social, moral, spiritual and cultural development is good. There are outstanding features in the school's promotion of education for sustainable development.
- 23 The school has good arrangements that contribute to the well-being of all pupils. They are cared for, guided and supported in a caring and happy environment. The school has a very positive ethos and every pupil is valued and included. All members of staff are trained in first aid and are alert to issues relating to the well-being of pupils. There is an appropriate policy and sound procedures for child protection. The school works well with health professionals, external agencies and parents. In the pre-inspection questionnaire, 97 per cent of parents agreed that it is easy to approach the school with questions or problems.
- 24 The overall provision for pupils with additional learning needs is good with outstanding features. The provision is extremely well organised and teaching assistants are very well trained for the specific roles that they perform.

Intervention strategies such as the 'catch up' programme are highly effective in boosting the achievement of pupils who are not progressing as well as expected.

- 25 The school has well planned equal opportunities policies and procedures for dealing with race and gender equality, bullying and disability discrimination.

Leadership and management

- 26 The school has a clear sense of purpose which is effectively reflected in its aims, policies and daily life. The head teacher is extremely hard working and has a clear vision for high quality in the school's provision which is being achieved in important areas. Many changes in staffing have made it difficult for this vision yet to be fully realised in all aspects of the school's work but it has worked hard to minimise disruption to pupils' learning.
- 27 The head teacher and governors have managed frequent changes in staffing well. The school has a very clear strategy for improving the performance of all members of staff that is good with outstanding features. Its very strong commitment to the professional development of all teaching and support staff has continued to be of the utmost importance and has a positive impact on the quality of teaching and support for pupils.
- 28 The school has established a positive, self-critical culture and self-evaluation procedures that are comprehensive, systematic and based on specific evidence. The school's self-evaluation report is a concise, sharply focused document that very accurately identifies strengths and areas for improvement. The school's efforts to ensure that the actions it takes result in measurable improvements have sometimes been hampered by staffing difficulties. Nevertheless, good and measurable improvements are evident in the standards of pupils' reading, writing, art and ICT skills.
- 29 The school is well staffed by qualified teachers and support staff. The quality and quantity of resources is good. There have been many recent improvements to the school building and grounds which are very well maintained and provide a pleasant environment for teaching and learning.
- 30 Finances are effectively managed by the head teacher and the finance committee of the governing body. Spending decisions are well matched to the school's priorities. Fundraising by parents also contributes considerably to the school's income.
- 31 Overall, the school provides value for money and has made good progress since the last inspection.

Recommendations

- 32 In order to improve, the school should:
- R1 Further develop pupils' capacity to learn independently.
 - R2 Ensure all pupils are sufficiently challenged in all classes.
 - R3 Continue to work on achieving consistency in the quality of teaching throughout the school.

Note: The school has already identified all three of these recommendations as areas for improvement in its current School Development Plan.

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.

Standards

Key Question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings

- 33 The inspection team's findings match the judgement made by the school in its self-evaluation report.
- 34 In the lessons observed during the inspection, standards were judged as follows:

Grades for standards in lessons in subjects inspected

| Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|---------|---------|---------|---------|---------|
| 6% | 75% | 19% | 0% | 0% |

- 35 The percentage of lessons where standards were judged to be grade 2 or above is slightly below the national picture described by Her Majesty's Chief Inspector in his most recent report. In 2007-2008, standards in 84 per cent of lessons in primary schools inspected in Wales achieved a grade 2 or better, with 12 per cent of them having outstanding features (grade 1).
- 36 Overall standards in the subjects inspected in key stages 1 and 2 were judged as follows:

| Grades for standards in subjects inspected | Key Stage 1 | Key Stage 2 |
|--|-------------|-------------|
| Mathematics | 2 | 2 |
| Science | 2 | 2 |
| Welsh second language | 2 | 2 |
| Geography | 2 | 2 |
| Art and design | 1 | 1 |
| Religious education | 2 | 2 |

- 37 In the 2009 National Curriculum teachers' assessments at the end of key stage 1, 96 per cent of pupils attained the expected level 2 or better in English and science. One hundred per cent of pupils attained level 2 or better in mathematics. Overall, 96 per cent of pupils gained at least level 2 in all three core subjects combined, the Core Subject Indicator. This compares well with 81 per cent of pupils attaining the Core Subject Indicator nationally in 2008 (the latest year for which figures are available). In mathematics, the performance of girls was the same as that of boys. Girls slightly outperformed boys in English and science.
- 38 The number of pupils attaining the Core Subject Indicator at the end of key stage 1 has fluctuated according to the nature of each year over the last four years. Pupils' performance in comparison with similar schools (those with 0 to 8 per cent of pupils eligible for free school meals), has also varied from below to above average for the same reason. Their overall performance has been

- consistently above national and local figures, in line with the targets set for them.
- 39 The percentage of more able pupils attaining the higher level 3 at the end of key stage 1 in National Curriculum assessments in 2009 was above national figures in all subjects. The performance of more able pupils has varied over the last four years but there was a clear improvement in all three subjects from 2008 to 2009.
- 40 In the 2009 National Curriculum teachers' assessments at the end of key stage 2, 85 per cent of pupils attained the expected level 4 or better in English, 89 per cent in mathematics and 93 per cent in science. Overall, 85 per cent of pupils at the end of key stage 2 gained the Core Subject Indicator (at least level 4 in all three core subjects combined). This compares well with 76 per cent of pupils attaining the Core Subject Indicator nationally in 2008. The performance of boys and girls was similar in English and science. Six per cent more boys than girls attained level 4 or better in mathematics.
- 41 The number of pupils attaining the Core Subject Indicator in key stage 2 has steadily improved over the last four years. In comparison with the performance of pupils in similar schools, however, the number of pupils attaining the Core Subject Indicator at the end of key stage 2 is below average. Nevertheless, pupils' overall performance has been consistently above national and local figures and most of them attain or exceed the targets set for them.
- 42 The percentage of more able pupils attaining the higher level 5 at the end of key stage 2 in National Curriculum assessments in 2009 was below national figures in all subjects. The performance of more able pupils has fluctuated over the last four years according to the nature of each year group of pupils.
- 43 The school's tracking of pupils' progress from their results in National Curriculum assessments at the end of year 2 in 2005 to their results at the end of year 6 in 2009 shows that most pupils met or exceeded the targets they were set in mathematics. Many pupils met or exceeded their targets in English and science.
- 44 The overall quality of the educational provision for under- fives is appropriate to their needs and the children are making good progress towards the Foundation Phase outcomes.
- 45 Pupils with SEN, and those identified as needing extra help to 'catch up' with their reading, make good, and often outstanding, progress relative to their abilities.
- 46 In their work across the curriculum, overall standards in pupils' use of the key skills of speaking and listening, reading, writing, numeracy and information and communication technology (ICT) are good with no important shortcomings.

- 47 When given the opportunity, pupils express their ideas with growing confidence both in group work and whole class discussions. Nearly all pupils make good progress in reading during key stage 1 and competently use their reading skills to find out information during key stage 2. Pupils write for a good range of purposes in their work in different subjects. Standards of handwriting and presentation are generally good.
- 48 Pupils use their numeracy skills in a good variety of ways. For example, they measure accurately when conducting science investigations and present their findings in graphs in appropriate forms. Pupils' ICT skills are well developed and they confidently use a wide range of applications in their work across the curriculum.
- 49 The bilingual competence of children under five is good with outstanding features. All children in the Foundation Phase are developing an excellent range of vocabulary. They confidently use simple questions and answers, respond appropriately to commands and follow stories read in Welsh. They often spontaneously use the Welsh language. In key stages 1 and 2, pupils' bilingual competence in Welsh and English is good. Most pupils interact positively with each other and with staff which has a positive impact on their progress in using the Welsh language.
- 50 Most pupils achieve good standards in their knowledge, understanding and skills and attain agreed learning goals. There is, however, some inconsistency in pupils' rate of progress as they move through the school. In many lessons they are working at full capacity but in a few lessons they are not sufficiently challenged and therefore do not achieve as much as they could in the time available. The school has identified this as a priority for improvement in its current School Development Plan. Most pupils are developing a good understanding of their own progress and their targets for improvement.
- 51 The behaviour of most pupils is good and there is an atmosphere of mutual respect between adults and pupils. The school sets high expectations and the foundations for good behaviour are effectively laid in the early years. As a result, even the youngest children know what is expected of them at this very early stage of the year. A few pupils who display challenging behaviour gradually learn self control because of the good support they receive. There was one fixed term exclusion in the last year. The pupil was successfully reintegrated into the school. Nearly all pupils are friendly, polite and considerate.
- 52 Most pupils move sensibly in and around the school. Behaviour in the hall during assemblies, breakfast and lunchtimes is good. Pupils enter and leave the hall quietly and take up their places quickly. Meal times are very pleasant social occasions. Most pupils also behave well when working outdoors.
- 53 Nearly all pupils work and play together very well and relationships with each other are good. Older pupils are sensitive to the needs of their peers and younger children. The playground 'buddy' system works well. In discussions,

pupils say they generally get on very well. Bullying is not a problem and they are very aware of what to do should it occur. Most pupils have a strong sense of right and wrong.

- 54 At 94 per cent, the average rate of attendance for the three terms prior to the inspection is above the Local Authority and national averages. Absences are caused mainly by illness but holidays in term time adversely affect the overall rate. Almost all pupils arrive on time at the start of the day and lessons start promptly.
- 55 When given the opportunity, most pupils display good independent, problem-solving and decision-making skills. For example, children in the nursery self-register, dress themselves for outdoor activities and work out how to repair resources such as the washing line. However, the majority of pupils do not develop their capacity to work independently as much as they could because they are not given sufficient opportunities to do so.
- 56 Nearly all pupils make good progress in the development of their personal, social, moral and wider skills. They have a good awareness of equal opportunity issues and show respect for diversity within society.
- 57 All pupils are well prepared for effective participation in the workplace through their roles as 'Helpwr Heddiw', librarians, monitors, managers and playground 'buddies'. Pupils on the school council and Eco committee make very sensible decisions and provide valuable support to the head teacher, for example, by conducting surveys and analysing questionnaires.
- 58 Because they participate in a good range of projects and events, as well as visits to appropriate places, all pupils have a good understanding of their place in the community.
- 59 The school is involved in a number of community projects which effectively develop all pupils' good sense of community. Pupils take their responsibilities very seriously and show great commitment to their roles. They are very proud of their school.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

60 The inspection team's findings match the judgement made by the school in its self-evaluation report.

61 The quality of teaching was judged as follows:

| Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|---------|---------|---------|---------|---------|
| 5% | 74% | 21% | 0% | 0% |

62 The overall quality of teaching is slightly below the national picture described by Her Majesty's Chief Inspector in his most recent report. In 2007-2008, 83 per cent of the quality of teaching in lessons in primary schools inspected in Wales achieved a grade 2 or better, with 16 per cent of them having outstanding features (grade 1). Given the many changes in teaching staff over the last two years, the school has worked hard to maintain the overall good quality of teaching.

63 The best lessons are characterised by the teacher's excellent knowledge both of the subject and how pupils learn. There is an exceptionally good pace, with not a minute of learning time wasted. Pupils are constantly challenged to think creatively and justify their views and there are high expectations of what they can achieve. Without exception, pupils enjoy learning because of the interesting content and wide range of stimulating teaching and organisational approaches used.

64 Good features observed in the quality of teaching in many lessons include:

- well designed tasks that build effectively on pupils' prior learning;
- a good pace, with time used effectively so that pupils complete a good amount of work in the time available;
- many opportunities for pupils' active involvement in their learning;
- variety in the range of resources and teaching approaches used, sustaining pupils' interest in the lesson;
- effective deployment of teaching assistants, ensuring best use of their expertise in supporting pupils;
- appropriate adaptation of work for pupils of different abilities;
- good use of the outdoor environment to extend pupils' learning.

65 Shortcomings observed in a minority of lessons include:

- over-direction by the teacher, hampering pupils' ability to think, discuss, collaborate, plan and investigate independently;
- an inappropriate level of challenge for many learners;
- a slow pace leading to loss of pupils' interest in the lesson;
- inconsistent application of expectations for pupils' behaviour.

- 66 Throughout the school, members of staff promote equality of opportunity and ensure pupils with SEN are fully included in all lessons. There are good examples where teachers effectively challenge stereotypical images and views. For example, in their geography lessons in year 4, pupils' preconceptions about Kenya are put to the test, helping them to revise their views after further research.
- 67 The Welsh language is promoted exceptionally well in the Foundation Phase, where it is used continuously in all activities throughout the day. In all classes in key stages 1 and 2, teachers use incidental Welsh regularly when giving instructions and asking questions. Appropriate opportunities are provided in lessons and pupils' bilingual skills are promoted effectively.
- 68 The overall quality of assessment and its use in planning for pupils' learning is good and fully meets statutory requirements. The school's assessment system is comprehensive and pupils' progress is recorded accurately and consistently. There is an effective tracking system for monitoring the progress of individual pupils.
- 69 The use of baseline and standardised assessments undertaken in the nursery and reception class is good and is used effectively to monitor children's progress. Informal and formal observational assessment of learning through field notes and focused tasks is outstanding and is an integral part of the daily routine. These observations and assessments are very closely and extremely effectively linked with planning for the next steps in children's learning.
- 70 In key stages 1 and 2, pupils' progress in the core subjects is recorded termly, at the end of a unit of work and at the end of the key stage. Detailed analysis of national, standardised and internal assessments is regularly undertaken and implications for teaching and learning considered. Good use is made of this information to inform planning and to address the needs of individual pupils and is used effectively to set targets for improvement and to group pupils to enable specific support to be provided when needed.
- 71 Pupils' individual records of achievement files contain examples of assessed work from entry to the end of year 6 and are a good resource for monitoring progress. The school has produced portfolios of levelled and annotated examples of pupils' work in all subjects and has worked well with other local primary and secondary schools to moderate standards in the core subjects. The portfolios are used effectively to ensure consistency in assessments and comparability of standards and levels awarded.
- 72 The identification, tracking and planning for the progress of pupils with SEN is outstanding. Their progress is meticulously monitored in relation to their individual education plans.
- 73 Pupils are increasingly involved in setting their own short-term targets for improvement and these are displayed in individual books and as group and class targets. The school is at an early stage in encouraging and developing

pupils' ability to evaluate their own learning and that of others, for example, during peer or self-assessment tasks.

- 74 In the majority of classes, the focus on the use of assessment for learning is evident. This is a current priority of the school. Good efforts are made to develop pupils' ability to take responsibility for their tasks and to evaluate their own learning through the setting of their own success criteria and reflection on their learning at the end of the lesson. The involvement of pupils in this process is effective and has a positive impact on the standard of work achieved.
- 75 Pupils' work is marked regularly and in an encouraging manner. In the best examples of marking, pupils are given guidance on how to improve and they respond as directed. Positive verbal feedback is used effectively to help pupils understand the progress they have made and, in the best practice, indicates the next step that the pupil has to take in order to improve.
- 76 Annual reports to parents conform to statutory guidance and are detailed and informative. They give a clear picture of pupils' progress in all subjects, as well as comments on social and personal development. Targets helpfully indicate ways in which pupils may improve. Parents have regular formal opportunities to visit the school to discuss their child's progress and to review work and have an opportunity to respond both verbally and in written form to annual reports in the summer term.

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

- 77 The inspection team's findings match the judgement made by the school in its self-evaluation report.
- 78 Throughout the school, a broad, balanced and relevant curriculum with a good range of interesting experiences effectively meets pupils' needs. Whole school curriculum planning, updated in line with Curriculum 2008, is progressive with evidence of thematic teaching in key stage 1. Arrangements for providing additional support and resources for pupils whose attainment levels are below average are highly effective. The curriculum conforms to statutory requirements.
- 79 The overall quality of the educational provision for under- fives is appropriate to their needs and the children are making good progress towards the Foundation Phase outcomes. Practitioners give children good opportunities to express their own interests in what they would like to learn about and take full account of their ideas in planning further opportunities for learning. All children have access to a well planned and meaningful range of both indoor and outdoor learning activities.

- 80 The school responds well to pupils' learning needs and the development of their use of key skills is good. Basic and key skills are identified in curriculum planning and in teachers' lesson plans. The school successfully obtained the Basic Skills Quality Mark for the second time in March 2008. Key skills are displayed in all classrooms and are referred to in most lessons.
- 81 The range of extra curricular activities is good and contributes well to pupils' personal development. These activities include sport, performance arts and a youth club. Every pupil in key stage 2 has an opportunity to join these activities and the majority take advantage of them. The clubs are run effectively by members of the senior management team, the caretaker and parent volunteers.
- 82 Visits to places such as Cardiff Castle, the Botanical Gardens of Wales, a variety of places of worship and the immediate locality have a positive impact on pupils' knowledge and understanding across the curriculum. Contributions to art exhibitions and visits to art galleries enrich pupils' experiences and succeed extremely well in extending their artistic skills. The year 6 residential visit to Kingswood Centre in North Wales gives pupils an excellent chance to experience adventurous activities. They enjoy opportunities to develop their physical skills and knowledge of health-related issues.
- 83 Visitors to the school such as the community police officer, a resident of Kenya and a parent who is a chef also make valuable contributions to the curricular provision.
- 84 The provision for personal and social education is very well developed. The school strongly promotes aspects such as good citizenship, fairness, concern about the environment, global citizenship and health and fitness.
- 85 The provision for pupils' social, moral, spiritual and cultural development is a good feature of the school. Acts of collective worship, both as a whole school and in individual classes, generally contribute effectively towards pupils' understanding of spiritual matters. Issues raised in collective worship include pupils' needs and pupils from other cultures. There are sometimes missed opportunities for reflection during collective worship but it nevertheless fulfils statutory requirements.
- 86 The school promotes pupils' social development well and enables them to play a full part in the school community. They eagerly volunteer to accept responsibility and are involved in decision making through the school council.
- 87 Moral development is a strong feature of the school. It aims to promote positive attitudes and values and succeeds in helping pupils to understand the difference between right and wrong. Pupils support a wide range of charities and display sensitivity to the needs of others.
- 88 The school provides good provision for pupils' cultural development. Pupils develop a good awareness of their own and other cultures through cross-curricular links in subjects such as art, geography and religious education.

The school gives a warm welcome to visitors from other countries and cultures.

- 89 The school's partnership with parents, the community and other schools and providers is good. Most parents are very supportive of the school. They are kept well informed through regular newsletters and the school's website. The 'two buzzer' system at the start of the day provides a valuable opportunity for informal daily contact with class teachers.
- 90 Parents are invited to attend three formal consultations each year as well as regular class assemblies, celebrations and social events. Homework diaries and curriculum meetings on, for example, the introduction of the Foundation Phase and the new reading scheme help to keep parents informed about their children's education. There is useful information about homework on the school's website. However, a minority of parents in their responses to the pre-inspection questionnaire, feel that they do not have a clear understanding of what is taught and would welcome more guidance on ways in which they can help their children. Parents of children starting in the nursery are provided with a very useful prospectus and all parents have been provided with the recently updated school prospectus.
- 91 There are close links with surrounding primary schools, the receiving secondary school and a college of further education. The school provides valuable work experience and training for secondary school and child care students.
- 92 The school has a good partnership with industry, including links with the Education Business Partnership. Educational visits and visitors from the community help to raise pupils' awareness of the world of work. Parents and grand parents talk about their jobs and provide good role models that support the school's work against stereotyping. For example, a mother is a coach driver, a father is a chef and the school employs a male cook. Three teachers have benefited from one day placements to enhance their professional development and support their teaching and management skills.
- 93 '*Y Cwricwlwm Cymreig*', the Welsh dimension to the curriculum, effectively enriches pupils' knowledge and understanding of their Welsh heritage. It is incorporated across the curriculum. In geography, for example, pupils compare the levels of pollution in Cardiff Bay and Paris and in art they study a local artist. Pupils take part in a variety of celebrations during the year including St David's day and a folk dancing festival held in Caerphilly Castle. The annual trip to the Urdd camp at Llangrannog for year 5 pupils immerses them in Welsh culture and further develops their linguistic skills.
- 94 The opportunities given to pupils to develop their bilingual skills are outstanding in the Foundation Phase and good in key stages 1 and 2. Bilingual displays, notices and the very extensive use of incidental Welsh used daily by the staff reinforce pupils' awareness. Bilingualism is securely embedded in the life of the school.

- 95 The provision of education for sustainable development and global citizenship has outstanding features. The school received the Eco Schools green flag in May 2008. Pupils are heavily involved in a range of recycling initiatives and understand the need to protect and care for the environment. The school makes excellent efforts to act in a sustainable way by reducing energy and water consumption which is monitored by the Eco council.
- 96 The school promotes equal opportunities well. Irrespective of their social background, gender, disability or ethnicity, pupils are positively included in all school activities. The school makes every effort to tackle any social disadvantage.
- 97 Opportunities for pupils to develop skills required to support economic development are good. Children in the Foundation Phase develop their entrepreneurial skills well through role-play activities. All pupils have the opportunity to take responsibility by undertaking monitor roles. The school council makes sound spending decisions and has been involved in projects such as the planning and design of the outdoor play area.
- 98 The school attends very well to national priorities for lifelong learning and community regeneration.

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

Grade 2: Good features and no important shortcomings

- 99 The inspection team's findings do not match the judgement of grade 1 made by the school in its self-evaluation report. This is because the inspection team judged that there were not enough outstanding features to support an overall grade 1 for this key question.
- 100 Pupils are effectively cared for, guided and supported in a caring and happy environment. The school has a very positive ethos and every pupil is valued and included. The expertise of health professionals and external agencies is drawn upon whenever it is needed.
- 101 There is a positive and productive partnership with most parents. Their views are sought through regular meetings and questionnaires and the school makes every effort to respond to any concerns. Parents' suggestions are included, for example, when updating policies. In the pre-inspection questionnaire, 97 per cent of parents agreed that it is easy to approach the school with questions or problems.
- 102 The school council and Eco committee provide pupils with a real voice in the school and the community. Representatives from each key stage 2 year group develop good team building and negotiating skills that support their work in other areas. Their views are sought on a variety of issues and they help to draw up policies such as the anti-bullying and play policies and the

- Travel Plan. They regularly gather the views of their peers and younger children and address assemblies.
- 103 Induction arrangements for children entering the Foundation Phase are very carefully planned and implemented. As a result of the 'language and play' sessions and 'play days', even the youngest children settle very well into school life at this early stage of the school year. There are appropriate procedures in place to support pupils who join the school at a later stage. The 'buddy system' works well and all pupils quickly learn the routines and settle well into school life.
- 104 There are good arrangements with the receiving secondary school for the transition of pupils from key stage 2 to key stage 3. The school is effectively involved in the local transition plan and year 6 pupils undertake cross-phase projects to ease their move to secondary school.
- 105 The school provides exceptionally high quality personal support and guidance for pupils. The Promoting Alternative Thinking Strategies (PATHS) curriculum supports the policy and is integrated into all aspects of the school's activities. The outcome is reflected in the pupils' caring and thoughtful attitudes. Vulnerable pupils are well supported through the student assisted programme.
- 106 There are very effective policies and procedures to monitor pupils' attendance and punctuality, behaviour and performance. Pupils have a role in maintaining good behaviour and devising school rules and behaviour and policies. Teachers and support staff apply policies for behaviour management consistently and all adults in the school are good role models. Incidents of misbehaviour are dealt with promptly and without fuss. In discussions, pupils say they are treated fairly.
- 107 Pupils' attendance and punctuality are very carefully monitored. The school operates a first day response to absence for the very few families that give concern. It sets targets and works very closely with the Education Welfare Officer (EWO) when necessary. In discussion, the EWO confirms attendance is consistently good.
- 108 The school is in its fourth year of the healthy schools initiative. It effectively promotes health and fitness for pupils through a variety of extra curricular activities and a very good range of outdoor play equipment.
- 109 The breakfast club and independent after school club provide 'wrap around' care for pupils throughout the school. They support the school's healthy eating policy.
- 110 Parents support the school's 'fruit only' policy for break time snacks and all pupils have access to water throughout the day. Pupils understand the need for exercise and a balanced diet. They appreciate the outdoor play equipment as well as the extra-curricular sports and fitness clubs and the practical cooking skills club. The school's 'walking bus', led by the head teacher, a key stage 2 teacher and a teaching assistant, operates twice a week.

- 111 The school has good arrangements that contribute to the well-being of all pupils. All adults in the school, including the canteen staff, are well aware of pupils with particular needs and are familiar with procedures in the event of accidents and emergencies, such as how to help pupils with identified medical conditions and allergies. All members of staff are trained in first aid procedures and are alert to issues relating to the well-being of pupils.
- 112 There is a comprehensive health and safety policy and systematic risk assessments. Two health and safety issues were reported to the school.
- 113 There is an appropriate policy and sound procedures for child protection that are in line with current recommended practice. The head teacher and two class teachers are nominated officers and there is a trained named link governor.
- 114 The overall provision for pupils with additional learning needs is good with outstanding features. The provision is extremely well organised by the head teacher in her role as Special Educational Needs Co-ordinator (SENCo).
- 115 In partnership with the Local Authority, the school is piloting a new 'provision map' which documents in great detail all pupils who have been identified as having additional needs. This 'map' includes not only pupils with SEN, but also those who need help in meeting their personal, social and emotional needs. It provides an excellent 'at a glance' picture of all the support that has been put in place for individuals and very effectively aids further planning to meet their needs. It includes, for example, details of support from teaching assistants, 'buddies' for pupils who lack friends and the highly effective, focused 'catch up' intervention strategy to boost the achievement of pupils who are not progressing as well as expected in their reading.
- 116 The school's policy for pupils with SEN is comprehensive. It complies with the code of practice and the framework for inclusive education. Teaching assistants are extremely well trained for the specific roles they perform. They are very knowledgeable about the needs of the pupils with whom they work and how to support them. They play a crucial role in helping pupils meet, and often exceed, their individual targets through a very well planned mix of one-to-one support in class and in withdrawal groups.
- 117 There are excellent links with the Local Authority's inclusion service. The school draws very effectively on the specialist expertise of its staff, when needed, to help compile pupils' individual education plans. These are then 'translated' into child-friendly language that pupils understand so that they can be fully involved in setting their own targets. Parents of pupils with additional learning needs are well informed and have full and regular access to consultations and reviews.
- 118 Very few pupils display challenging behaviour. The school has clear behaviour management strategies and three teachers have recently received up-to-date training in behaviour management.

- 119 The school has well planned and documented procedures, including named staff, for dealing with race equality, disability discrimination and equal opportunities. All pupils are encouraged and enabled to take part in the activities provided.
- 120 There is an appropriate policy for tackling bullying and other forms of harassment. The school has done a great deal of work to eliminate bullying, including an annual questionnaire to parents. Pupils participate in initiatives such as national Anti-Bullying Week and are involved in devising the code of conduct and anti-bullying policy. They are very aware of the issue of bullying and what to do should any incident occur.
- 121 There are no pupils with mobility difficulties currently attending the school but there is a suitable accessibility plan and action plan that takes account of the school site and buildings. People with disabilities have been involved in preparing the action plan. Pupils with physical disabilities are fully involved in all aspects of school life.
- 122 The school promotes diversity and equal opportunities well. A good range of experiences is provided for pupils through areas of the curriculum such as personal and social, religious education and geography.

Leadership and management

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

Grade 2: Good features and no important shortcomings

- 123 The inspection team's findings match the judgement made by the school in its self-evaluation report.
- 124 The school has a clear sense of purpose which is effectively reflected in its aims, policies and daily life. The head teacher is extremely hard working and has a clear vision for high quality in the school's provision which is being achieved in important areas. However, many changes in staffing have made it difficult for this vision yet to be fully realised in all aspects of the school's work.
- 125 The head teacher and governors have managed the frequent changes in staffing as well as they could with the resources at their disposal. The school's very strong commitment to the professional development of all teaching and support staff has continued to be of the utmost importance and has a positive impact on the quality of teaching and support for pupils.
- 126 Good account is taken of national priorities such as the development of the Foundation Phase, the Eco agenda and the healthy schools initiative. The school collaborates well with other local providers of education but does not yet have a partnership with an initial teacher training institution.
- 127 The school has a very clear strategy for improving the performance of all members of staff that is good with outstanding features. It was awarded Investors in People status in recognition of its success in this regard for the second time in December 2008.
- 128 Two members of the senior management team, in addition to the head teacher, are responsible for monitoring the performance of a designated group of staff. Their roles and responsibilities are clear and appropriately focused on whole school priorities. The school has accurately identified the need further to develop the role of the senior management team in its current School Development Plan.
- 129 Performance management targets, one of which always relates to pupils' progress, are discussed and agreed with individual members of staff in October and reviewed every term. Opportunities for staff to attend courses to enhance their professional knowledge and skills are closely and effectively linked both to their personal targets for improvement and to whole school priorities.
- 130 Newly qualified teachers and other recently appointed members of staff are well mentored and supported so that they quickly become familiar with the school's routines, policies and main priorities. Regular staff meetings and weekly information sheets help ensure that all members of the teaching and

support staff are kept well informed and involved in the school's day-to-day work.

- 131 The governing body is very supportive of the head teacher and staff and fully meets statutory and legal requirements. Members know the school and the community well and involve themselves in many of its activities.
- 132 All members of the governing body are linked with specific subjects or aspects of the school's provision and take a particular interest in these. Most members of the governing body use their professional expertise from different walks of life effectively to support their areas of responsibility.
- 133 Governors receive comprehensive reports from the head teacher. The discussions of performance data and presentations by curriculum co-ordinators ensure that the governors build a good knowledge of the strengths and needs of the school. The head teacher and chair of governors regularly discuss management issues. All members of the governing body contribute effectively to strategic planning through scrutiny and monitoring of progress towards priorities identified in the School Development Plan.

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

Grade 2: Good features and no important shortcomings

- 134 The inspection team's findings do not match the judgement of grade 1 made by the school in its self-evaluation report. This is because the inspection team judged that there were not enough outstanding features to support an overall grade 1 for this key question.
- 135 The school has established a positive, self-critical culture and procedures that are comprehensive, systematic and based on specific evidence. The head teacher and all members of staff, governors, non-teaching and support staff are fully involved in improving the school's provision. There are very strong links between the self-evaluation process and the School Development Plan. All staff and governors are involved to a large extent in developing and monitoring the whole school priorities set out in the School Development Plan.
- 136 The school effectively seeks and takes account of the views of pupils, parents, teaching, non-teaching staff and governors. The views of Local Authority advisers are regularly sought to inform the school's self-evaluation process and all views and opinions are given serious consideration and acted upon effectively.
- 137 Self-evaluation is based on perceptive judgements about standards and the quality of education provided. The head teacher has a key role in monitoring the quality of teaching, learning and assessment and has an extremely accurate view of the school's strengths and areas for development.

- 138 Subject co-ordinators make a valuable contribution to the self-evaluation process. Class teachers monitor standards in all subjects in their own classes and write informative individual class self-evaluation reports. This is an outstanding feature in the self-evaluation process. These class reports are extremely useful in supporting the whole school evaluation of standards and are used by co-ordinators to evaluate provision in the subjects for which they are responsible.
- 139 The self-evaluation report produced by the school prior to the inspection is a concise, sharply focused document that very accurately identifies strengths and areas for improvement. It is securely based on a comprehensive range of evidence, including the monitoring of teaching and learning and rigorous analysis of performance related data, to support its conclusions.
- 140 The judgements of the inspection team agree with the school's overall self-evaluation in five of the seven key questions. However, the accuracy of the school's self-evaluation process is best illustrated in the detail of its identification of areas for development which precisely match those highlighted by the inspection team.
- 141 In all aspects of school life, the head teacher, staff and governors use information effectively to make improvements. The link between the processes of self-evaluation and planning for improvement in the School Development Plan is thorough. The School Development Plan is a strategic document which details actions, responsibilities, time scales, costs and success criteria for each target. Appropriate resources are provided to ensure that targets set are realistic and achievable.
- 142 The school makes good efforts to obtain measures to evaluate its performance. It uses national and local data to target areas that have strengths or shortcomings. It works effectively with the Local Authority to allocate resources and expertise to raise standards as evidenced, for example, in standards in art. The establishment of stimulating outdoor areas, using additional funding, have resulted in good improvements in curricular provision for all pupils.
- 143 The school's efforts to ensure that the actions it takes result in measurable improvements have sometimes been hampered by staffing difficulties over the last three years. Nevertheless, good and measurable improvements are evident in the standards of pupils' reading, writing, art and ICT skills. Overall, the school has made good progress since the last inspection.

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

Grade 2: Good features and no important shortcomings

- 144 The inspection team's findings match the judgement made by the school in its self-evaluation report.

- 145 The school is appropriately staffed to teach the subjects of the National Curriculum and religious education. All teachers and support staff are well qualified and have enough subject knowledge and expertise to meet the needs of the pupils.
- 146 Most teachers undertake subject leadership roles and their attendance at relevant training very effectively enhances their professional expertise. All members of staff have detailed job descriptions which clearly identify their roles and responsibilities.
- 147 Teaching assistants provide very high quality support and are highly effective. They make a significant contribution to learning in the early years, to the development of pupils' literacy and numeracy skills through structured intervention programmes and through their support for pupils with SEN. Opportunities provided to develop the expertise of teaching assistants are excellent.
- 148 The school's administrative team, which is a shared role at present, the caretaker, cleaners, lunchtime supervisors and canteen staff are valued members of the school community and ensure that day-to-day routines are smooth and effective.
- 149 The school is very well equipped and resources are of good quality to meet the needs of the curriculum. These are readily accessible to staff and pupils either in central locations or in classrooms. Subject co-ordinators effectively manage resources for their areas of responsibility. All classes have interactive whiteboards which are used well both staff and pupils. The computer suite is regularly used and assists the good progress made by the pupils in their use of ICT. Both key stage libraries are well stocked and used well.
- 150 The quality of the accommodation is good. Significant enhancements have been made to the building in recent years. The school has spacious play areas for all pupils. The play area for the under fives is separate and secure and effectively used to develop children's learning experiences. The outdoor provision for key stages 1 and 2 is also very well resourced and provides an inspiring learning environment.
- 151 Teachers successfully make classrooms bright and welcoming. The excellent art displays in all public areas of the school contribute towards creating a stimulating environment for learning and celebrate pupils' work extremely well.
- 152 The emphasis placed on the continuous professional development of staff is outstanding. Teaching and support staff update their teaching skills and knowledge by attending in-service training sessions both within and outside the school. These training sessions are well matched to the needs, requirements and priorities of the school and to the professional development of individual members of staff. The period of uncertainty with staffing issues has meant that additional subject responsibilities have been placed on a member of staff and the head teacher. However, these changes have been well managed.

- 153 The staffing structure has been thoroughly reviewed as part of the workforce remodelling process. Roles and responsibilities under the new structure are clear.
- 154 The organisation of teachers' planning, preparation and assessment time is well established and fulfils statutory requirements. However, there is sometimes insufficient liaison over planning between class teachers and preparation and assessment cover staff to ensure consistency in the quality of teaching and learning.
- 155 Finances are effectively managed by the head teacher and the governors' finance committee. They meet once a term with finance officers from the Local Authority to scrutinise expenditure. Spending decisions are well matched to the school's priorities. Desired resources are identified, costed and purchased with good regard for value for money. Funding to support 'catch up' programmes, for example, has been very wisely spent and has had a very positive impact on standards.
- 156 Fundraising over a number of years carried out by parents also contributes considerably to the school's income. For example, the reading scheme, interactive whiteboards, tyre park and sound system have all been obtained as a result of their efforts. Overall, the school provides good value for money.

Standards achieved in subjects and areas of learning

Welsh second language

Key stage 1: Grade 2 – Good features and no important shortcomings

Key stage 2: Grade 2 – Good features and no important shortcomings

Good features

- 157 In key stage 1, most pupils are developing their vocabulary well and building simple sentences. They respond well to oral stimulus and follow instructions carefully. All pupils confidently name parts of the body and the more able label them. By year 2, most pupils are able to ask a question and answer by describing the size and colour of an object.
- 158 In lower key stage 2, all pupils further effectively develop their range of Welsh vocabulary. In year 3, they use a good range of words and sentences to discuss and respond to questions about the weather. The majority of pupils confidently extend sentences with the connective 'ond'.
- 159 In key stage 2, pupils' speaking skills are good. By year 6, they engage in lively discussions that facilitate good progress in oral skills. The quality of pronunciation is usually good and pupils respond well to the high standards set by those teachers who are themselves, mostly Welsh learners.
- 160 Across the school, most pupils make a good progress in their reading skills as they read captions, their own work and simple reading books. More able pupils endeavour to read with expression and enthusiasm. Individual characters and content are discussed knowledgeably.
- 161 By upper key stage 2, most pupils progress well in their ability to write independently in Welsh. There are many good examples of written work with appropriate attention given to spelling and punctuation.

Shortcomings

- 162 There are no important shortcomings.

Mathematics

Key stage 1: Grade 2 – Good features and no important shortcomings

Key stage 2: Grade 2 – Good features and no important shortcomings

Good features

- 163 In both key stages, most pupils are developing competent mental strategies. They apply these skills in a wide range of contexts and investigations, including real life situations.

- 164 Most pupils, including those with additional learning needs, effectively develop an increasing range of mathematical vocabulary which they apply well in different contexts as they progress through the school.
- 165 The majority of younger pupils in key stage 1 confidently count from a given number in fives and tens, with higher attaining pupils counting accurately to 100. More able pupils apply previously learned facts successfully to find combinations of coins to make a monetary value of 50 pence.
- 166 Most older pupils in key stage 1 use mathematical language correctly to describe and discuss two dimensional shapes and use them effectively to draw pictures and patterns.
- 167 Most pupils in lower key stage 2 know facts for the 2, 3, 4 and 5 multiplication tables and apply them correctly to basic multiplication and division activities. The majority of pupils use place value to 100 and order numbers to 1000 correctly in a mental mathematics activity. Most pupils understand what a particular digit represents in a three digit number and accurately create the largest and smallest number.
- 168 In lower key stage 2, most pupils use the language of measuring with confidence and apply it practically. They can classify common quadrilaterals using criteria such as the number of right angles and whether or not they are regular.
- 169 A minority of pupils in lower key stage 2 are developing good problem solving skills using a variety of approaches to discover the number bonds of a 1000.
- 170 In upper key stage 2, all pupils have a good grasp of place value and are confident using numbers beyond a 1000. They accurately describe triangles and classify shapes according to their properties. Most pupils adopt different methods of classification and share ideas confidently with their peers. Over half of the pupils describe shapes correctly in their transformed formats.
- 171 By year 6, pupils use previously learned mental mathematics strategies to solve problems and to consolidate the eight times table. Most pupils compare two methods of computation and explain the outcome confidently.
- 172 The majority of pupils accurately describe the properties of a parallelogram, rhombus and trapezium. They are developing the skill of enquiry well through investigations of shape. Less able pupils effectively consolidate their knowledge of geometrical features by identifying objects in the outdoor environment.
- 173 By the end of key stage 2, pupils use mathematical resources confidently and make frequent use of ICT individually and in group activities to support their learning.

Shortcomings

- 174 There are no important shortcomings.

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| Science |
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Key stage 1: Grade 2 – Good features and no important shortcomings

Key stage 2: Grade 2 – Good features and no important shortcomings

Good features

- 175 Nearly all pupils in both key stages make good progress in developing their knowledge and understanding of life processes and living things, materials and their properties and physical processes. The majority of pupils also effectively develop the skills of scientific enquiry.
- 176 Most pupils in year 1 understand some of the changes that occur to people and animals as they grow. They distinguish similarities and differences between themselves now and when they were babies. The majority of pupils are becoming aware of some of the things that are essential for animals and humans to grow.
- 177 In their investigations of simple circuits, the majority of pupils in year 2 correctly use a good range of scientific vocabulary. They know that different materials conduct electricity. The majority of pupils understand the process of linking bulbs to batteries to make circuits.
- 178 By the beginning of key stage 2, most pupils have a sound understanding of the features of a fair test and how they might conduct an investigation into their sense of smell. With support, most pupils competently carry out their investigation to see if they can identify the flavour of different crisps solely by using their sense of smell. More able pupils record their findings independently in tables and writing.
- 179 Following their hunt for 'mini-beasts', all pupils in year 4 devise their own methods of recording the evidence they have found. They effectively organise their findings, sorting, grouping and displaying them in graphs. Most pupils give good reasons for finding creatures in particular places using appropriate scientific language.
- 180 In year 5, most pupils understand the importance of a fair test when planning and carrying out an investigation into the effects of exercise on the body. They are becoming aware of the importance of prediction, use a variety of evidence to inform their ideas and effectively communicate their thoughts and findings.
- 181 By year 6, pupils have further refined their knowledge of the principles of a fair test. Many pupils can devise their own scientific questions to investigate and identify an appropriate method of enquiry. The majority of pupils know that they should only change one variable at a time. When conducting an experiment to find out if taller people have a bigger lung capacity than shorter people, most pupils understand why they need to conduct a test of lung capacity more than once. Nearly all pupils have a good understanding of their previous work on the heart and lungs.

Shortcomings

- 182 Although there are no important shortcomings, a minority of pupils in year 2 have an insecure understanding that electrical devices will not work if there is a break in the circuit.

Geography

Key stage 1: Grade 2 – Good features and no important shortcomings

Key stage 2: Grade 2 – Good features and no important shortcomings

Good features

- 183 In both key stages, pupils use the local area very well to develop their geographical enquiry skills. They observe, ask questions, collect and record information about Hendredenny and places further afield in a wide range of forms.
- 184 From year 1 to year 6, all pupils' awareness of people's affect on the environment and how they can protect and safeguard it is well developed at a level appropriate for their age.
- 185 Most pupils in year 1 can identify some of the geographical features they observe on their journey to school. They draw a good range of features such as houses and roads on both small and large scales. They use construction equipment well to record their understanding in three dimensions.
- 186 By year 2, most pupils appreciate the difference between man-made and natural features of their environment. Nearly all of them can locate their classroom on a plan of the school. During their walk around the school, most pupils orientate their plans correctly in order to draw selected features in the right place. By the end of key stage 1, many pupils are becoming aware of how places change over time.
- 187 During key stage 2, most pupils make good progress in understanding and using maps of increasing complexity, including aerial maps, street plans and world maps.
- 188 They effectively develop and refine their skills in comparing their own locality with others such as Kenya in year 4, Cardiff Bay in year 5 and Paris in year 6.
- 189 In year 4, most pupils have a good awareness of similarities and differences between their lives in Wales and those of people in Kenya. Through research using the Internet, books and photographs, they discover that their preconceptions about another country are not always right. They deepen their knowledge of life in Kenya very well by questioning a visitor from that country.
- 190 When investigating pollution in both Cardiff and Paris, most pupils in year 6 express their own views confidently using their geographical knowledge to inform their discussions. They increasingly appreciate that people's views differ. Most pupils understand some of the causes and consequences of

pollution on their own environment and the rest of the world. More able pupils suggest relevant methods of recording their work.

Shortcomings

191 There are no important shortcomings.

Art and design

Key stage 1: Grade 1 – Good with outstanding features

Key stage 2: Grade 1 – Good with outstanding features

Outstanding features

192 In both key stages, pupils create an extensive range of vibrant, exciting and high quality artwork. Most pupils develop a very wide range of styles and techniques in both two and three dimensions. In key stage 2, for example, they investigate the properties of different materials extremely well when making stick figures in the style of the sculptor, Giacometti.

193 Nearly all pupils' knowledge and understanding of the work of Welsh artists and the art of other cultures is outstanding. For example, the fabric designs based on Egyptian art, the Australian aborigine block prints and emulation of the style of Hundertwasser, display excellent awareness of, and imaginative response to, the methods of a very wide variety of artists and craft workers.

194 Through the use of sketchbooks, most pupils in key stage 2 develop outstanding skills through their exploration of colour, line, tone and shape. They carry out extensive research before undertaking any topic to inform their work extremely well.

Good features

195 Nearly all key stage 1 pupils know how to mix colours and use a range of techniques such as different brush strokes confidently to create warm and cool tones in their own work. Most pupils' observational skills are used well to produce autumn collages using leaves, twigs and berries.

196 When painting or sketching, all pupils in key stage 1 have a good awareness of the need for detail and the importance of sketching accurately. All pupils use different techniques effectively when using chalk, pastels and crayons to interpret shape and shade when creating still life images of pieces of fruit.

197 Younger pupils in key stage 2 effectively investigate various Celtic designs before making attractive and colourful symmetrical Celtic patterns showing careful attention to detail and shape.

198 Older key stage 2 pupils closely observe and explore colours, tones and shapes using a viewfinder to focus on particular areas of a local landscape. They successfully incorporate these detailed studies into their own woven patterns of the landscape of Caerphilly mountain.

199 Pupils examine the design on a Willow pattern plate and confidently describe key features using appropriate art vocabulary. They investigate Egyptian and

Greek markings before producing a variety of designs for their own clay plates. Most pupils show good attention to detail in their series of sketches prior to creating their own plates. All pupils effectively evaluate their own work and that of others.

Shortcomings

200 There are no important shortcomings.

Religious education

Key stage 1: Grade 2 – Good features and no important shortcomings

Key stage 2: Grade 2 – Good features and no important shortcomings

Good features

- 201 Most pupils in year 1 are aware of the importance of looking after our world and their role in doing so through, for example, sorting and recycling materials. They offer simple suggestions for other ways in which they can care for and respect the natural world, such as keeping it clean and tidy.
- 202 Most pupils in year 2 develop a good understanding of some key aspects of Christianity and Judaism. They are familiar with well known stories from the Bible and understand that Jesus is a very important person for Christians. Through participation in a role-play of a Christening, all pupils are becoming aware of the importance of ceremony in religious celebrations. They recognise rules and the need to apply them in their everyday lives.
- 203 All pupils in year 3 identify key features of the Christmas story and important figures in it. More able pupils are becoming aware of different versions of the story as told in the gospels of Matthew and Luke.
- 204 All pupils in year 4 have good recall of the aspects of Islam they have studied and many make relevant comparisons between the beliefs of Christians and Muslims. They appreciate the symbolic significance of special foods, drinks and artefacts in important celebrations in both religions.
- 205 In year 5, all pupils demonstrate good understanding of the Jewish Feast of the Passover and how food on the Seder plate represents aspects of the Jews' escape from Egypt and slavery. Most pupils are beginning to describe and explain religious beliefs.
- 206 By year 6, most pupils have a good understanding of similarities and differences in Muslim and Christian creation stories. They recognise the shared nature of human experiences and how people's responses to them might vary. They explore and engage with fundamental questions raised by their own experiences. A few pupils use their experiences to explore more philosophical issues of belief, right and wrong. All pupils enter co-operatively into discussion and are respectful of differing viewpoints.

Shortcomings

207 Although there are no important shortcomings, pupils in year 3 record information, feelings and ideas in a limited range of ways.

School's response to the inspection

The governing body, head teacher and staff welcome our inspection report and acknowledge its positive nature. We wish especially to thank the inspection team for their courtesy and care in carrying out their inspection of our school. We are confident that due consideration was given to the community context of the school, to the progress we have made since our last inspection, and to our firm intention to continue that progress in accordance with our School Development Plan. We note the team's observation that, "The self-evaluation report produced by the school prior to the inspection is a concise, sharply focused document that very accurately identifies strengths and areas for improvement." (139)

Although we know that our pupils' performance at the end of each key stage is consistently above both national and local averages, we are in no way complacent about our school's development and, in that respect, the inspection report will be studied carefully. It is heartening to be told that we are a "good school that has continued to improve in important areas." (7)

Among the many good and outstanding features identified, we find special encouragement in those which emphasise our shared commitment to our school. We are very pleased that it has been recognised that:

"The school has a clear sense of purpose which is effectively reflected in its aims, policies and daily life." (26)

"The emphasis placed on the continuous professional development of staff is outstanding." (152)

"The school provides exceptionally high quality personal support and guidance for pupils. The outcome is reflected in the pupils' caring and thoughtful attitudes." (105) and that pupils are 'guided and supported in a caring and happy environment.'" (100)

"Pupils take their responsibilities very seriously and show great commitment to their roles. They are very proud of their school." (59)

"The overall provision for pupils with additional learning needs is good with outstanding features. The provision is extremely well organised." (114)

"Moral development is a strong feature of the school" (87) and "the school has done a great deal of work to eliminate bullying" (120)

"The governing body is very supportive of the head-teacher and the staff." (131)

"97 per cent of parents agree that it is easy to approach the school with questions or problems." (23)

As a school team charged with the development of Hendredenny Park Primary School, we recognise the importance of all these areas of school life. We seek to take further the "many recent improvements to the school buildings and grounds" (29), the children's awareness of equal opportunity issues and respect for diversity within society (17) and their education for sustainable development and global citizenship, identified in the report as having "outstanding features" (95). Above all, we renew our commitment to working in support of the parents who are, and must continue to be, the most important teachers of their children.

Appendix 1

Basic information about the school

| | |
|---------------------|---------------------------------|
| Name of school | Hendredenny Park Primary School |
| School type | Primary |
| Age-range of pupils | 3 to 11 |
| Address of school | White Cross Lane Caerphilly |
| Postcode | CF83 2RL |
| Telephone number | 02920 852520 |

| | |
|---|----------------------|
| Head teacher | Mrs Clare Walsh |
| Date of appointment | 01/01/05 |
| Chair of governors/ Appropriate authority | Mr Mark Denton |
| Registered inspector | Mrs Stephanie James |
| Dates of inspection | 28/09/09 to 01/10/09 |

Appendix 2

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 | 11 | 31 | 29 | 34 | 26 | 29 | 30 | 28 | 218 |

| Total number of teachers | | | |
|--------------------------|-----------|-----------|----------------------------|
| | Full-time | Part-time | Full-time equivalent (fte) |
| Number of teachers | 8 | 1 | 8.5 |

| Staffing information | |
|--|--------|
| Pupil: teacher (fte) ratio (excluding nursery and special classes) | 29.5:1 |
| Pupil: adult (fte) ratio in nursery classes | 8:1 |
| Pupil: adult (fte) ratio in special classes | N/A |
| Average class size, excluding nursery and special classes | 28 |
| Teacher (fte): class ratio | 1:1 |

| Percentage attendance for three complete terms prior to inspection | | | |
|--|---------|-----------|----------------|
| Term | Nursery | Reception | Rest of school |
| Autumn 2008 | 92.1% | 91.5% | 94.6% |
| Spring 2009 | 93.3% | 93.6% | 94.6% |
| Summer 2009 | 90.2% | 93.0% | 93.5% |

| | |
|--|----|
| Percentage of pupils entitled to free school meals | 5% |
| Number of pupils excluded during 12 months prior to inspection | 1 |

Appendix 3

National Curriculum Assessment Results 2009 of Pupils in the School and Nationally (2008) at the end of Key Stage 1

| National Curriculum Assessment Key Stage 1 Results 2009 | | | Number of pupils in Year 2 | | | | | 25 |
|---|--------------------|----------|----------------------------|---|----|----|----|----|
| Percentage of pupils at each level | | | | | | | | |
| | | | D | W | 1 | 2 | 3 | |
| English: | Teacher assessment | School | 0 | 4 | 0 | 68 | 28 | |
| | | National | 0.2 | 4 | 14 | 63 | 19 | |
| En: reading | Teacher assessment | School | 0 | 0 | 8 | 44 | 48 | |
| | | National | 0.2 | 4 | 15 | 55 | 26 | |
| En: writing | Teacher assessment | School | 0 | 4 | 0 | 68 | 28 | |
| | | National | 0.2 | 5 | 1 | 68 | 11 | |
| En: speaking and listening | Teacher assessment | School | 0 | 4 | 0 | 64 | 32 | |
| | | National | 0.2 | 2 | 11 | 63 | 24 | |
| Mathematics | Teacher assessment | School | 0 | 0 | 0 | 64 | 36 | |
| | | National | 0.2 | 2 | 11 | 65 | 22 | |
| Science | Teacher assessment | School | 0 | 0 | 4 | 56 | 40 | |
| | | National | 0.2 | 2 | 9 | 66 | 23 | |

| Percentage of pupils attaining at least level 2 in English, mathematics and science by teacher assessment | | | |
|---|-----|-----------------|-----|
| In the school | 96% | In Wales (2008) | 81% |

D Pupils who have been disapplied from the statutory arrangements
W Pupils who are working towards level 1

National Curriculum Assessment Results 2009 of Pupils in the School and Nationally (2008) at the end of Key Stage 2

| National Curriculum Assessment Key Stage 2 Results 2009 | | | Number of pupils in Year 6 | | | | | 30 | | |
|---|--------------------|----------|----------------------------|-----|-----|-----|---|----|----|----|
| Percentage of pupils at each level | | | | | | | | | | |
| | | | D | N | W | 1 | 2 | 3 | 4 | 5 |
| English | Teacher Assessment | School | 0 | 0 | 0 | 0 | 0 | 15 | 63 | 22 |
| | | National | 0.2 | 0.1 | 0.5 | 1 | 3 | 16 | 51 | 29 |
| Mathematics | Teacher Assessment | School | 0 | 0 | 0 | 0 | 0 | 11 | 67 | 22 |
| | | National | 0.2 | 0.1 | 0.5 | 1 | 3 | 15 | 51 | 30 |
| Science | Teacher Assessment | School | 0 | 0 | 0 | 0 | 0 | 7 | 63 | 30 |
| | | National | 0.2 | 0.1 | 0.5 | 0.5 | 2 | 11 | 54 | 32 |

| Percentage of pupils attaining at least level 4 in English, mathematics and science by teacher assessment | | | |
|---|-----|-----------------|-----|
| In the school | 85% | In Wales (2008) | 76% |

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

Appendix 4

Evidence base of the inspection

Four inspectors spent eleven inspector days in the school. The head teacher was the school's nominee. They were joined by a peer assessor for the whole of the inspection period. The team met before the start of the inspection.

Inspectors visited:

- forty-three lessons or part-lessons;
- registrations, assemblies and acts of collective worship.

Members of the inspection team had meetings with:

- staff, governors and parents before the inspection;
- senior managers, teachers, support and administrative staff;
- groups of pupils;
- the school council; and
- representatives of organisations associated with the school.

The team also considered:

- the school's self-evaluation report;
- forty responses to a parents' questionnaire;
- documentation provided by the school before and during the inspection;
- a wide range of pupils' past and current work; and
- samples of pupils' reports.

After the inspection, the team held meetings with the head teacher, staff and governors.

Appendix 5

Composition and responsibilities of the inspection team

| Team member | Responsibilities |
|---|---|
| Stephanie James Registered Inspector | Context Summary Appendices Contributions to key questions 1, 2, 4 and 5 Science Geography Religious education |
| Eleri Honour Team Inspector | Contributions to key question 2 Key question 6 Art and design |
| Eleri Hurley Team Inspector | Contributions to key questions 1, 2, 3 and 5 Key question 7 Welsh second language Mathematics |
| Caterina Lewis Lay Inspector | Contributions to key questions 1, 3 and 4 |
| Gillian Cheverton Peer Assessor | Contributions to team meetings and the evidence base of the inspection |
| Clare Walsh Head teacher | Nominee from the school |

The contractor was:

Evenlode Education Ltd
Little Garth
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Acknowledgement

The inspection team would like to thank the staff, governing body, parents and pupils for their courtesy and help during the inspection.