

INSPECTION UNDER SECTION 10 OF
THE SCHOOLS INSPECTION ACT 1996

**HENGOED PRIMARY SCHOOL
CHAPEL TERRACE
HENGOED
CAERPHILLY
CF82 7JU**

School Number: 676 2148

Date of Inspection: 7-10 October 2002

by

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Registered Inspector W189/178415

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CURRICULUM NOMENCLATURE AND KEY STAGES

A new nomenclature to describe pupils' progress through school was introduced in 1989. This system of numbering year groups from the start of compulsory schooling to age 18 is intended to ease communication among schools, governing bodies, parents and LEAs and emphasise the importance of continuity.

The term "Reception" (R) is applied to the year group of pupils in a primary school (not a nursery class) who attain the age of 5 during the academic year. "Year 1" (Y1) is applied to the year group of pupils who attain the age of 6 during the academic year and so on to Y13, the year group who attain the age of 18 during the academic year:

	R	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Years	4-5	5-6	6-7	7-8	8-9	9-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18

Key Stage (KS) 1 of the national curriculum consists of Y1 and Y2; KS2 of Y3 to Y6; KS3 of Y7 to Y9; KS4 of Y10 and Y11 (which is the final year of compulsory education).

GRADE DESCRIPTIONS

The five-point grading scale used to represent the main judgements in this report is as follows:

1. Very good: many good features, some of them outstanding.
2. Good: good features and no major shortcomings.
3. Satisfactory: good features outweigh some shortcomings.
4. Unsatisfactory: some satisfactory work but shortcomings in important areas.
5. Poor: many shortcomings.

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1. CONTEXT

The School and its Priorities

Hengoed Primary School is situated in the village of Hengoed, some two miles from Ystrad Mynach, in Caerphilly. There are 251.5 full-time equivalent pupils, aged from 3 to 11. An additional class was established at the beginning of the current academic year. The building dates from the 1980s and the classrooms are semi-open plan.

The school describes the pupils as representing the full range of ability and the approximate nature of the intake as disadvantaged. The majority of the catchment area is considered to be economically disadvantaged. Sixty per cent of pupils are entitled to free school meals. All of the pupils are from English speaking homes and Welsh is taught as a second language. There are six pupils from ethnic minorities.

Baseline assessments indicate that attainment on entry to school is below average for most children.

There are 53 pupils on the Special Needs Register (SEN); two pupils have statements of SEN.

The school's main aim is to provide high quality learning and teaching experiences to enable all pupils to achieve the highest standards of which they are capable in all areas of the curriculum.

The priorities over the past year have included the continuation of raising standards in the core subjects; the production of curriculum maps for all subjects, including religious education; securing a good match of work to pupils' abilities; improving the quality of assessment, particularly marking; ensuring an appropriate range of teaching techniques; establishing an effective system for setting improvement targets and the establishment of an additional Key Stage 2 (KS2) class.

The headteacher took up her post at the beginning of the current academic year. Her predecessor was head of the amalgamated infant and junior school for seven years.

The school was previously inspected in October 1997.

MAIN FINDINGS

The main findings of the report

Hengoed Primary School provides its pupils, including those with SEN, with a satisfactory standard of education within a caring environment. The school has a supportive governing body and the headteacher provides good leadership. Effective support is given by the deputy headteacher and staff.

Educational standards achieved by pupils

- The educational provision for children under five, taken overall, is appropriate to their needs and they make good progress towards the Desirable Outcomes for Children's Learning. By the age of five, the majority of children meet the Desirable Outcomes. Baseline assessments indicate that attainment on entry to school is below average for most children.
- Standards of achievement of the under-fives are as follows:

Language, Literacy and Communication	Good
Personal and Social Development	Good
Mathematical Knowledge	Good
Knowledge and Understanding of the World	Good
Physical Development	Good
Creative Development	Good

- Of the lessons observed in Key Stage 1 (KS1), pupils' standards of achievement were good in 40 per cent and satisfactory in the remaining 60 per cent. In Key Stage 2, pupils' standards of achievement were good in 42 per cent and satisfactory in the remaining 58 per cent. Pupils' standards of achievement in the National Curriculum (NC) subjects are as follows:

	KS1	KS2
English	Satisfactory	Satisfactory
Mathematics	Satisfactory	Satisfactory
Science	Good	Satisfactory
Welsh second language	Satisfactory	Satisfactory
Design and Technology	Satisfactory	Satisfactory
Information Technology	Good	Good
History	Satisfactory	Good
Geography	Satisfactory	Satisfactory
Art	Satisfactory	Satisfactory
Music	Good	Good
Physical Education	Satisfactory	Good
Religious education	Satisfactory	Satisfactory

- The school's 2002 teacher assessment for pupils achieving level 2 or above in English, mathematics and science in KS1 was 55 per cent. This was well below the national average for 2001 of 81 per cent. Compared to similar schools, the results in English and mathematics were below the average. In science, results were well above, with over half of the pupils achieving level 3.
- In KS2, the number of pupils achieving level 4 or above in English, mathematics and science in 2002 was 22 per cent compared to the national figure for 2001 of 68 per cent. No pupils achieved level 5 in English and a very small percentage did so in mathematics and science. Results in English, mathematics and science were well below the average when compared to similar schools.
- Of the 27 Year 6 (Y6) pupils who produced these results, only 14 were pupils in the school at the end of KS1. Almost a half of the 13 pupils who were admitted during KS2 had SEN, four of whom entered the school during Y5.
- The standards and progress made by children in the Early Years in the development of the key skills are good. In KS1 and KS2, standards in the key skills are good in listening and the use of information and communications technology (ICT); they are satisfactory in speaking, reading, writing and numeracy.
- All pupils make satisfactory progress towards the targets for improvement set by the school in relation to national criteria. Pupils with SEN make at least satisfactory progress towards the targets set in their Individual Education Plans (IEPs).

Ethos of the school

- The school makes good provision overall for pupils' spiritual, moral, social and cultural development, through the curriculum and the life of the school, reflecting the values expressed in the school's aims. Pupils' response to the school's provision is good. Daily acts of collective worship meet statutory requirements and make an appropriate contribution to pupils' spiritual development.
- The quality of pupils' behaviour and attitudes is good. The policy for behaviour and discipline and the separate anti-bullying policy provide clear guidance and procedures for dealing with major breaches of discipline. A system for reporting serious incidents and persistent unacceptable behaviour is in place.
- The school is a welcoming and caring community where relationships are good. Pupils are valued and there is an atmosphere of mutual respect throughout the school. There are high expectations of the pupils' social abilities. Staff are consistent in their implementations of routines and pupils know what is expected of them. Attendance rates are satisfactory.

Quality of education

- The quality of teaching of children under five is good and enables them to make good progress in all areas of learning. In KS1, the quality of teaching was good in 40 per cent of lessons observed; it was satisfactory in the remaining 60 per cent. In KS2, the quality of teaching was very good in 3 per cent of lessons, good in 42 per cent, and satisfactory in 55 per cent of the lessons observed.
- Lessons have clear learning outcomes and, overall, cater appropriately for the learning of pupils of differing abilities. In the best lessons, pupils are given opportunities to show initiative in employing their skills, knowledge and understanding and the pace of learning is good. The shortcomings in the satisfactory lessons are mainly due to a lack of challenge, particularly for the more able pupils.
- The quality of the school's assessment and record keeping is unsatisfactory. The school does not have a manageable system for measuring the achievement and progress of pupils. As a result, targets for individual improvement are not sufficiently precise and are not appropriately matched to the curriculum or teaching strategies. Currently, there are some discrepancies between teacher assessments and the results of the KS2 assessments.
- Baseline assessments made when children enter the Nursery are effectively managed by the Early Years staff. There are elements in this good practice, such as teachers' use of information, that are of value to the rest of the school.
- Parents receive useful regular reports which provide an accurate account of their children's achievements. The reports contain some targets for pupils to aim for in the next year.
- The curriculum provided by the school is satisfactory; it is broad and balanced overall. The quality of the curriculum provided for the under-fives is good. Long-term curriculum planning addresses single year groups. However, due to the introduction of mixed-age classes in both key stages over the past two years, this form of planning has had to be modified. There is, however, a lack of a clear strategy as to how this planning should be adapted and implemented within these classes. Pupils' statutory entitlement to the whole curriculum has been ensured in the core subjects, but the situation across the foundation subjects, such as history and geography, is less certain. The school's provision for extra-curricular activities is good; it includes sporting, art and musical activities.
- The provision is socially inclusive and ensures equality of access and opportunity for all pupils, taking into account factors such as racial equality and provision for disabled pupils. The arrangements for pupils' personal and social education (PSE) are good. Homework, based on work in the class, is set regularly and followed up appropriately.

- The overall quality of the provision for the support, guidance and welfare of pupils is satisfactory. The school's procedures for pupils' educational guidance are not sufficiently effective in enhancing pupils' achievements and accelerating their progress.
- The school provides a caring and friendly environment in which pupils are confident to approach staff whenever they have a concern. All procedures for the supervision of pupils are appropriate. The school has effective measures for Child Protection. There is appropriate liaison with various outside agencies and other specialists.
- The overall quality of provision for pupils with SEN is satisfactory. The SEN policy is comprehensive and complies with the requirements of the new Code of Practice. Pupils make appropriate satisfactory progress according to the targets in their Individual Education Plans. There are two pupils with a statement of SEN who are effectively supported by a nursery nurse and a care assistant.
- Partnership with parents and community, schools and other institutions is satisfactory overall. The vast majority of parents sign the home/school agreement on "move up" day in the summer term. The school brochure for parents is useful, but, together with the Governors' Annual Report to Parents, does not fully meet the statutory requirements set out in National Assembly for Wales Circulars 14/01 and 15/01 respectively.
- The quality of the partnership with industry is unsatisfactory. The school does not have a policy on links with industry or with Education and Learning Wales (ELWa).

Management

- The quality of self-evaluation and planning for improvement is satisfactory overall. The process of self-evaluation has had little impact on development planning through the SDP. The great majority of targets are based on the key issues identified during the previous inspection in 1997 and the rationale for prioritising the targets in terms of their impact on pupils' standards is unclear.
- There is no monitoring of teaching and learning by co-ordinators in English and science or the foundation subjects. Since September, all curriculum co-ordinators monitor teachers' short-term planning and issues identified are used as the basis for revision.
- National and local data are used to compare aspects of the school's performance against that of other schools. The governing body receives an analysis of the statutory task and test results during the annual school review with the local education authority (LEA's) Primary Link Adviser. Issues such as equal opportunities and relative performance of boys and girls are also considered.

- In the monitoring and setting of targets, the school takes account of different groups of pupils in terms of ability, gender and linguistic and social background.
- The headteacher has a very clear vision for the long-term future of the school and provides positive leadership. Since the beginning of the term a range of initiatives has been introduced including the monitoring of planning on a fortnightly basis; classroom observation using the LEA model; introduction of planning for key skills and a pupils' rewards system.
- The support staff, school secretaries, caretaker, cleaning staff and school meals' staff make a valuable contribution to the smooth running of the school.
- The quality of leadership and management of the school is satisfactory. The governing body is supportive of the school and fulfils its statutory obligations, other than in respect of the Governors' Annual Report to Parents and the School Prospectus.
- Teachers and other staff attended many courses during the previous year and they continue to gain new areas of expertise. A very wide range of courses has been attended. However a closer correlation between their content and the needs of the school would further support the raising the standards of pupils' achievements.
- The school makes satisfactory use of all available resources to achieve its educational outcomes. The headteacher and the governing body budget systematically, ensuring appropriate value for money.
- Odours emanating from the boys' toilets in Y3 and Y4 permeate the lower KS2 teaching area and appear to pose a potential health and safety hazard.
- The school has made satisfactory progress overall in meeting the targets set in the action plan which addresses the key issues from the previous inspection report. Progress in the key area of assessment of pupils' achievements and compliance with statutory requirements of the Annual Governors' Annual Report to Parents remains unsatisfactory.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards Achieved in Subjects and Areas of Learning

- Standards of achievement of the under-fives are good overall in all the areas of learning. By the age of five, the majority of children meet the Desirable Outcomes for Children's Learning.
- Baseline assessments indicate that attainment on entry to school is below average for most children.

- Of the lessons observed in KS1, pupils' standards of achievement were good in 40 per cent and satisfactory in the remaining 60 per cent. Of the lessons observed in KS2, pupils' standards of achievement were good in 42 per cent and satisfactory in 58 per cent.
- In KS1, standards in the subject areas are good in science, information technology and music. They are satisfactory in English, mathematics, Welsh second language, design and technology, history, geography, art, physical education and religious education.
- In KS2, standards are good in information technology, history, music and physical education. They are satisfactory in English, mathematics, science, Welsh second language, design and technology, geography, art and religious education.
- The 2002 teacher assessments for English, mathematics and science in KS1 of 55 per cent were well below the national 2001 average of 81 per cent. Compared to similar schools, the results in English and maths were below the average; in science, they were well above, with over half of the pupils achieving level 3.
- In KS2, the number of pupils achieving level 4 or above in English, mathematics and science in 2002 was 22 per cent compared to the national 2001 figure of 68 per cent. No pupils achieved level 5 in English and a very small percentage in mathematics and science. Results in English, mathematics and science were well below the average when compared to similar schools.
- Of the 27 Y6 pupils who produced these results, only 14 were pupils in the school at the end of KS1. Almost a half of the 13 pupils who were admitted during KS2 had SEN; four of whom entered the school during Y5.
- Pupils with SEN make satisfactory progress towards the targets in their IEPs.

3.2 Standards achieved in the Key Skills across the curriculum

The standards and progress made by children in the Early Years in the development of the key skills are good. In KS1 and KS2, overall standards across the curriculum are good in listening and the use of ICT. They are satisfactory in speaking, reading, writing and numeracy.

- The under-fives have good opportunities to apply and improve their developing skills of early literacy, early numeracy and the use of ICT within and across the six areas of learning. The majority of pupils achieve good standards in line with their stage of development.
- Pupils make appropriate and clear oral contributions during lessons. At both key stages, pupils talk confidently about their work, but on occasions their choice of language lacks depth.

- Pupils listen carefully and with concentration to adults and their peers, often responding with enthusiasm to what they have heard.
- Reading skills are satisfactory. Teachers encourage pupils to read a variety of books, but the school library is used to a limited extent only. By the time pupils leave Y6, many read accurately and with understanding.
- Standards in writing are satisfactory. The use of writing as a tool to express ideas and clarify thinking is not always used to best effect in subjects such as design and technology. Older pupils produce satisfactory examples of extended writing in history, geography and religious education.
- Pupils' standards in numeracy are satisfactory. They apply their knowledge appropriately in many subjects, such as science, design and technology and history. Pupils' data-handling skills are developed in subjects such as geography.
- Standards in the use of information and communication technology across the subjects are good. Some teachers regularly plan to use computers and other devices to support pupils understanding and raise standards of achievement.
- In line with their IEPs, and relative to their age and ability, pupils with SEN achieve good standards in listening across the curriculum; standards are satisfactory in speaking, reading, writing, numeracy and the use of ICT.

4. ETHOS OF THE SCHOOL

4.1 Pupils' Spiritual, Moral, Social and Cultural Development

The school makes good provision overall for pupils' spiritual, moral, social and cultural development through the curriculum and the life of the school, reflecting the values expressed in the school's aims. Pupils' response to the school's provision is good.

- Daily acts of collective worship meet statutory regulations and make an appropriate contribution to pupils' spiritual development. Pupils respond well to prayer, music and singing. Circle time sessions provide opportunities for pupils to reflect and talk about their feelings; they highlight pupils' sense of belonging and succeed in promoting the school's caring and sharing ethos. Pupils develop clear values and the capacity for reflection on various issues. The religious education curriculum enables pupils to reflect on the meaning and value of life. The provision for spiritual development in other subjects is limited.
- Pupils' moral development is successfully promoted. The school's behaviour policy emphasises the development of moral and social development and effectively teaches the principles of right and wrong. Pupils display honesty, respect, good manners and consideration for others.

Much of the school's provision for moral development is delivered through religious education and PSE which promote positive relationships between pupils. The headteacher and staff provide good role models and consistently treat pupils and each other with respect.

- The school is successful in promoting pupils' personal and social development by fostering personal qualities and positive attitudes. There is an effective PSE policy which promotes cross-curricular themes including drugs awareness, sex education, equal opportunities, inclusion and ethnic diversity. There are good relationships between pupils and between pupils and adults. Pupils collaborate well during group work and take responsibility and initiative in school activities. They take part in a range of educational visits and extra-curricular activities including an art club, music club and various sports activities, which enhance their social development.
- The school provides an ethos which is inviting and stimulating for the pupils, who are encouraged to take a pride in their school and community. Pupils take part in community events including carol singing and services at local chapels. Funds have been raised for a range of charities including Shelter Cymru, Help the Aged and the National Children's Homes.
- There is good provision for pupils to acquire knowledge and appreciation of their own cultural traditions through music, singing, poetry, stories and through visitors to school, such as a harpist and the Welsh Clog Dance Group. Pupils participate in their annual St. David's Day celebrations.
- The school is less successful in its provision for multicultural education to ensure that pupils appreciate the richness and diversity of other cultures. There are strengths in religious education, but limited opportunities in other subjects.

4.2 Behaviour and Attitudes

The quality of pupils' behaviour and attitudes is good.

- The school is a welcoming and caring community where relationships are good; pupils are valued and there is an atmosphere of mutual respect throughout the school. The school has high expectations of the pupils' social abilities. Staff are consistent in their implementations of routines and pupils know what is expected of them.
- The foundations of good behaviour are effectively laid in the Early Years. At this early stage of the academic year, children happily leave their parents and settle quickly into school.
- The policy for behaviour and discipline and the separate anti-bullying policies have been revised by the new headteacher. They provide clear guidance and procedures for dealing with major breaches of discipline. A system for reporting serious incidents and persistent unacceptable behaviour is in place. There is an appropriate racial equality policy.

- Since her appointment in September, the headteacher has worked with pupils to build on and improve existing good practice in the area of behaviour and attitudes. Pupils appreciate the system of rewards and consequences that they helped to devise. They know and understand the code of conduct and classroom rules they have formulated. Slogans regarding appropriate behaviour are prominently displayed around the school.
- Pupils respond well to the “Child”, “Star” and “Trier” of the Week awards. Achievements in and outside school and all aspects of good work and behaviour are celebrated in the weekly Merit Assembly. Plans are in place to introduce awards for nursery children and to extend the role of the School Council.
- Older pupils say they are treated fairly and that they can approach teachers and other adults with their problems. They generally get on well together and feel safe and secure in school. No incidents of anti-social behaviour were observed during the inspection.
- The vast majority of pupils behave maturely; they are friendly and polite and relate well to each other, to adults and visitors. Throughout the day, pupils move sensibly around the school.
- Behaviour in the classroom is consistently good. Pupils enjoy school; they have positive attitudes, want to please their teachers and are keen to do well. They settle quickly to their work, concentrate well and persevere with their tasks. They support each other when working in groups and pairs.
- Supervision in the dining hall is very good and the lunch hour provides pupils with an opportunity to develop their social skills.
- Pupils play co-operatively at break-times and lunchtimes. Midday supervisors (MDS) and teachers’ aides maintain positive discipline to ensure continuity of good behaviour during the lunch period. Younger pupils are keen to join in the organised playground games. Plans are in place to provide training for MDS and to give them a role in the reward system.
- The school has recently introduced playground games and equipment which younger pupils share and take turns in using without conflict.

4.3 Attendance

Attendance is satisfactory.

- At 90 per cent, the average rate of attendance is below the LEA and all Wales averages. Absences are caused mainly through illness, although the overall rate is affected by family holidays in term time, none of which exceeds the permitted ten days.

- Recent initiatives are having a positive effect in raising attendance figures. Plans are in place to set targets and introduce initiatives such as a “Class of the Week” trophy to improve attendance and punctuality.
- Absences are carefully monitored and parents have responded positively to the recently introduced procedures to reduce the number of unauthorised absences.
- Individual lessons and sessions start on time. A small number of pupils regularly arrive late at the start of the day and miss the commencement of lessons.
- Registers are completed meticulously at the beginning of each session and comply with regulations.
- The appropriate procedures have been followed in the four cases of exclusion during the past year.

5. QUALITY OF EDUCATION

5.1 Teaching

Pupils acquire knowledge, skills and understanding at a satisfactory pace. The overall quality of teaching was very good in 2 per cent, good in 41 per cent and satisfactory in 57 per cent of lessons observed.

- The quality of teaching of children under five is good and enables them to make good progress in all areas of learning.
- The Early Years teachers and support staff have a secure knowledge and understanding of the Desirable Outcomes for Children’s Learning. They set high expectations in order to develop children’s skills, knowledge and understanding.
- In KS1, the quality of teaching was good in 40 per cent of lessons observed; it was satisfactory in the remaining 60 per cent. In KS2, the quality of teaching was very good in 3 per cent of lessons, good in 42 per cent, and satisfactory in 55 per cent of the lessons observed.
- Lessons have clear learning outcomes and, overall, cater appropriately for the learning of pupils of differing abilities. In the best lessons, pupils are given opportunities to show initiative in employing their skills, knowledge and understanding and the pace of learning is good.
- The shortcomings in the satisfactory lessons are mainly due a lack of challenge, particularly to the more able pupils.
- Teachers’ knowledge and understanding of the subjects they teach is satisfactory overall. Lessons form part of a well-structured sequence and have clear aims and intended learning outcomes, which are shared with pupils.

- Teachers know their pupils well and work is often effectively differentiated to the needs of individuals or groups. Pupils, including those having SEN, are provided with good support overall.
- The quality of the relationships between teachers and pupils is good and promotes pupils' achievements. Expectations in terms of discipline are good; they are satisfactory overall with regard to standards of work. Regular oral feedback satisfactorily supports pupils' work.
- Teaching methods are suitably varied and reflect the needs of the subject as well as the pupils. Pupils work as individuals, in pairs and in groups.
- The teaching does not uniformly make clear the importance of accuracy and good presentation and as a result work is on occasions untidy and poorly presented. This has the potential to have an effect upon standards in subjects such as mathematics.
- The teaching provides pupils with a good range of opportunities to develop and apply their knowledge and understanding of their culture and heritage relating to the "Cwricwlwm Cymreig".
- Support staff work closely with teachers and make a valuable contribution to the pupils' education.

5.2 Assessment, recording and reporting

The quality of the school's assessment, record keeping and reporting is unsatisfactory. Reporting to parents is satisfactory.

- The school does not have a manageable system for measuring the achievement and progress of pupils. As a result, targets for individual improvement are not sufficiently precise and are not appropriately matched to the curriculum or teaching strategies.
- Assessments in each subject are linked to the NC. Teachers' individual class assessments are made every two weeks and are recorded in their planning. However, this information is not recorded elsewhere in all subjects in a manageable form so that, for example, patterns of achievement can be studied in every subject. Limited use is made of short-term targets for pupils to achieve.
- Information gained from assessment across the school, such as from NC assessments, is analysed adequately. However, the school does not use this information as effectively as it might. For example, groups of pupils who are close to reaching the next level of the NC do not receive extra support and help in school which might allow them to achieve better results.
- Teachers have begun to prepare portfolios of pupils' work for each subject which include examples of work at different levels in the NC. When work is completed, teachers' understanding of the characteristic performance of pupils at each level will be enhanced. Currently, there are some discrepancies between teacher assessments and the results of NC assessments in KS2.

- Pupils' work is marked regularly and teachers give appropriate verbal feedback to pupils in lessons. However, advice and suggestions that pupils can read at a later time and so learn from their mistakes are not recorded in their books. There is a lack of consistency regarding expectations of the standards of presentation of work.
- Pupils' Records of Achievement are developing. Each pupil has a folder that contains, for example, previous end of year reports for parents and examples of their "best" work. However, the records do not contain a full picture of pupils' achievements and progress, both academic and personal.
- Parents receive useful regular reports, which provide an accurate account of their children's achievements. The reports contain some targets for pupils to aim for in the following academic year.
- The assessment requirements for pupils with SEN are met. Pupils' progress is satisfactory.
- Baseline assessments made when children enter the Nursery are effectively managed by the Early Years staff. There are elements in this good practice, such as teachers' use of information, that are of value to the rest of the school.
- The school meets the requirements to assess pupils formally at the end of Y2 and Y6.

5.3 Curriculum

The curriculum provided by the school is satisfactory; it is broad and balanced overall. The quality of the curriculum provided for the under-fives is good.

- The provision is socially inclusive and ensures equality of access and opportunity to all pupils, taking into account factors such as racial equality and provision for disabled pupils.
- Overall planning for the apportionment of time for each subject is appropriate in theory. Long-term planning addresses single year groups. However, due to the introduction of mixed-age classes in both key stages over the past two years, long term planning has had to be modified. There is a lack of a clear strategy as to how the planning should be adapted and implemented within these mixed-age classes. Pupils' statutory entitlement to the whole curriculum has been ensured in the core subjects, but the situation across the foundation subjects, such as history and geography, is less certain.
- Discretionary time is used to reinforce pupils' learning in the core subjects.
- The curriculum is taught through termly overarching topics. The long-term planning for all subjects ensures continuity and progression across and between the key stages. The majority of the schemes, taken from published

sources, have been made personal to the school, taking into account the development of the “Cwricwlwm Cymreig”.

- Short-term planning is over the course of a fortnight and identifies learning objectives, the teaching focus and activities, opportunities for differentiation and assessment and evaluation. The planning is monitored by the headteacher and, since September, by subject curriculum co-ordinators.
- Since the beginning of the academic year, opportunities for the development of key skills have been identified in teachers’ fortnightly planning. At the end of the year, the planning will be reviewed and form a scheme of work for the key skills.
- Appropriate tasks for home school links are identified in termly planning and relate to the teaching in class.
- Of the 95 parental questionnaires returned, 84 per cent expressed satisfaction with the work their children were expected to do at home.
- The school’s provision for extra-curricular activities is good; it includes sporting, art and musical activities. Visits and visitors to the school enrich the curriculum. Links between the school and the community satisfactorily enhance the curriculum.
- The arrangements for PSE are good. Opportunities for its development are included in the whole-school planning sheets across the curriculum. The discrete development of PSE also takes place during occasions such as circle time.

5.4 Support, Guidance and Pupils’ Welfare

The overall quality of the provision for the support, guidance and welfare of pupils is satisfactory.

- The school’s procedures for pupils’ educational guidance are not sufficiently effective in enhancing pupils’ achievements and accelerating their progress.
- The school has good arrangements for pupils’ personal and social development which encourage positive attitudes to their work. Pupils benefit from the school’s positive and purposeful ethos and caring, orderly environment.
- Pupils are confident to approach staff whenever they have a concern. All procedures for the supervision of pupils are appropriate. Staff have good relationships with pupils whom they value and treat with understanding and respect. Pupils are keen to attend school, where they feel secure and welcome in attractive surroundings.

- Staff have high expectations of pupils' behaviour. The policies and procedures for promoting good behaviour and anti-bullying are effective and consistently applied by all staff. There is an effective 'Buddies Scheme', which promotes good relationships between pupils and provides individuals with support and security when required.
- Absence is carefully monitored by the headteacher and any absence is consistently followed up. Parents comply with the request to inform the school when their child is ill.
- The school has effective measures for Child Protection. The headteacher is the designated member of staff to deal with any incidents that may arise. All staff have received training and are aware of the procedures. There is appropriate liaison with various outside agencies and other specialists.
- The school is successful in promoting children's health, safety and well-being. There is a comprehensive health and safety policy and there is a named member of staff who has responsibility for this area. The school has identified a health and safety concern with regard to the unsatisfactory condition of the pupils' toilets in the lower junior department of the school.
- The school has a clear commitment and awareness of inclusive education as reflected in their policies on Equal Opportunities and Racial Equality. The school provides satisfactory support for pupils with learning difficulties and addresses gender issues appropriately. Opportunities for multicultural education are limited.
- The procedures for first aid are appropriate; a number of staff have qualifications in first aid and regularly attend update sessions. The routine for fire drill is known and understood by all staff and pupils.
- A risk assessment is regularly undertaken and all necessary checks on fire appliances and electrical equipment are up to date.
- There are six pupils who are "looked after" by the LEA and the school co-operates fully with the appropriate services.

5.5 Provision for Pupils with SEN

The overall quality of provision for pupils with SEN is satisfactory.

- The SEN policy is comprehensive and complies with the requirements of the new Code of Practice. It gives clear guidance to all those involved in the SEN procedures. There is a named governor for SEN who provides appropriate support to the special education needs co-ordinator (SENCO) and successfully monitors the implementation of the policy and pupils' progress.
- The SENCO works closely with a learning support teacher who works with pupils with SEN and is employed for 10.5 hours a week. Appropriate support is provided for individuals and small groups to improve specific

skills in speaking, listening, reading and writing. This takes place on a withdrawal basis from the classroom and pupils make satisfactory progress. Pupils receive effective in-class support during lessons, from support staff. The SENCO is responsible for overseeing all SEN provision according to the Code of Practice and ensures effective liaison between class teachers and support staff.

- There are two pupils with statements of SEN who are effectively supported by a nursery nurse and a care assistant. The class teachers and support staff ensure that the work in the IEPs corresponds to the recommendations in the statements. The parents attend review meetings and receive a copy of the IEP review statement.
- There are a further 56 pupils requiring SEN support: 3 at Early Years action, 1 at Early Years action plus, 12 at school action and 38 at school action plus.
- Pupils are fully integrated within the classes and make satisfactory progress towards the targets set in their IEPs. Tasks set are appropriately matched to pupils' learning needs with effective use made of ICT to support the learning.
- There are appropriate systems for identifying and assessing the needs of pupils with SEN, including an analysis of baseline assessments and other tests. The quality of pupils' IEPs is good and realistic targets are set for pupils to achieve. IEPs are reviewed termly and detailed records are kept of pupils' progress.
- Parents of pupils with SEN are kept informed and are encouraged to be involved in their children's learning. There is appropriate liaison between the SENCO, the class teachers and outside agencies.

5.6 Partnership with Parents and Community, Schools and other Institutions

Partnership with parents and community, schools and other institutions is satisfactory.

- There is very little evidence of written communication with parents prior to the appointment of the new headteacher. Since her appointment, the head has introduced a useful newsletter. Parents have responded positively to the procedures for notifying absences and her requests to ease the parking problems and access to the infant classrooms. There is good daily informal contact between teachers and parents, particularly those whose children have SEN.
- The school has recently introduced useful information for parents on reading and "fun" mathematical activities to help them work with their children to achieve their targets. Parents are encouraged to comment on their children's achievements.
- Reading records are used effectively to form dialogue between home and

school.

- The vast majority of parents sign the home/ school agreement on “move up” day in the summer term.
- The School Prospectus for parents is useful but, together with the Governors’ Annual Report to Parents, still does not fully meet the statutory requirements set out in National Assembly for Wales Circulars 14/01 and 15/01.
- Plans to strengthen links with parents and the community are in the early stages of development. The headteacher has joined the Hengoed Partnership Group whose aim is the regeneration of the area. School premises will be used to stage events such as Health Promotion Day; this will support the school's health promotion programme aimed at improving the attendance levels by reducing the number of absences through sickness.
- All school activities such as concerts and celebrations are open to invited members of the community and are well attended.
- Parents and the community support the school through the collection of vouchers and tokens.
- Staff give generously of their time to organise a variety of after-school activities: developing pupils’ self-esteem, independence and social skills. Plans are in place to extend activities through pupils’ involvement in the BAY’s science club.
- Pupils benefit from the school's links with sporting and cultural facilities. Visits and visitors enrich pupils’ learning.
- The school has good links with the receiving secondary schools. Strong pastoral and curriculum links are well established. Pupils in Y6 are involved in extended cross phase projects in the core subjects; they are involved in the “Buddy” workshop that is run at the secondary school and funded by a national bank. Pupils throughout the school use the after school club based at a neighbouring primary school. Older pupils are involved in weekly inter schools sports tournaments
- Although the school is not yet formally involved in a partnership with an initial teacher training institution, good links exist with a neighbouring College of Further Education. These links provide valuable training and work experience for child care and secondary school students. The school is very supportive of a member of the support staff who is undertaking a part time childcare qualification.
- The school supports charities nominated by pupils and has good links with external agencies.

5.7 Partnership with industry

The quality of the partnership with industry is unsatisfactory.

- The school lacks a policy on links with industry. No member of staff has benefited from industrial placements, but three teachers have gained professional sports coaching awards.
- Occasional visits and visitors help to make the pupils aware of the world of work both past and present. Pupils' recent experiences include working with Groundwork Trust on the pond area and with a professional dance group. Children in the Early Years send postcards and parcels from the local post office.
- Plans are in place to involve pupils in commercially sponsored competitions.
- The school does not have a policy on links with industry or with Education and Learning Wales (ELWa).

6. MANAGEMENT

6.1 Quality of Self-Evaluation

The quality of self-evaluation and planning for improvement is satisfactory overall.

- A self-critical culture leading to a raising of achievements is now developing within the school. Values and norms about learning, behaviour, relationships and equality of opportunity are increasingly being shared amongst the staff and governing body.
- The process of self-evaluation has had little impact on development planning through the School Development Plan (SDP). The great majority of targets are based on the key issues identified during the previous inspection in 1997. The rationale for prioritising the targets in terms of their impact on pupils' standards is unclear.
- The SDP identifies actions to be taken in response to the key issues. The priorities are specific, realistic and achievable overall and measurable in terms of outcomes and costing. Members of staff responsible for the action to be taken are also identified. Interim dates are identified for checking the progress of each target.
- Overall, satisfactory progress has been made in meeting these targets. The progress towards targets concerned with the improvement in the overall quality of assessment and recording of pupils' learning, and achievements and the Governors' Annual Report to Parents remains unsatisfactory.
- Since September, the headteacher has identified four additional targets based on the LEA's framework for self-evaluation. Other priorities are

identified as a result of the headteacher' monitoring of teaching, teachers' self-evaluation and professional interviews.

- There is regular monitoring of teaching and learning by the mathematics co-ordinator, but none in English and science or the foundation subjects. Since September, all curriculum co-ordinators monitor teachers' short-term planning and issues identified are used as the basis for revision.
- There are link governors for all of the NC subjects. The governing body receives reports on policies and schemes of work from curriculum co-ordinators. There is no structure for the monitoring of teaching and learning by governors.
- Self evaluation does not take into account the views of pupils and groups outside the school.
- The school makes satisfactory use of available resources, including money, staff, time, accommodation and learning resources, to achieve its educational outcomes.
- National and local data are used to compare aspects of the school's performance against that of other schools. The governing body receives an analysis of the statutory task and test results during the annual school review with the LEA's Primary Link Adviser. Issues such as equal opportunities and relative performance of boys and girls are also considered.
- Since September, all pupils have had termly learning targets for literacy and numeracy. Additional targets for attitudes and behaviour have also been set for some pupils. The pupils and their parents know them.
- The school sets quantitative targets for pupils in the core subjects at the end of each year. End of key stage test results and teacher assessments do not bear a good correlation.
- Identified issues prioritised for the current year include the need to: provide accommodation to support the provision of quality education; ensure the professional development of the NQT; raise the standards of pupils' performance by monitoring and the compilation of effective policies and schemes of work.
- The SDP has been reviewed by staff and governors and is closely monitored each term with regard to progress against time. Targets for action are allocated to the appropriate sub-committees, who prepare detailed action plans, monitor progress and report to the governing body.
- In the monitoring and setting of targets, the school takes account of different groups of pupils in terms of ability, gender and linguistic and social background.
- Teachers analyse the NC assessments results in the core subjects and set quantitative and qualitative targets for future improvement. These are presented to the governing body.

- The governing body takes direct responsibility for the oversight of the financial management of the school and ensures that the school can account for the expenditure to which it has committed itself. It receives good support from the Local Authority Finance Officer.

6.2 Leadership and Efficiency

The quality of leadership and management of the school is satisfactory. The governing body is supportive of the school and fulfils its statutory obligations, other than in respect of the Governors' Annual Report to Parents and the School Prospectus.

- The governing body is working increasingly closely with the headteacher to provide leadership which gives a clear direction to the school's work. There are appropriate sub committees covering a range of areas.
- The Governors' Annual Report to Parents and the School Prospectus lack areas of information and therefore do not comply with statutory requirements.
- The headteacher, who took up her post in September 2002, has a very clear vision for the long-term future of the school and provides positive leadership. Since the beginning of the term, initiatives introduced include the monitoring of planning on a fortnightly basis; classroom observation using the LEA model; introduction of planning for key skills; a pupils' rewards system.
- The headteacher receives good support from the deputy headteacher.
- Revision and development of policies and schemes of work for all the NC subjects has taken place over the past year. The school takes account of, and has appropriate measures for eliminating oppressive behaviour and harassment, including all forms of bullying, sexism and racism. Principles and procedures for these areas are embodied in documents such as the Racial Equality Policy.
- The governing body has been presented with subject policies, schemes of work and curriculum initiatives.
- The school makes satisfactory use of available resources to achieve its educational outcomes, ensuring appropriate value for money. The finance sub-committee meets regularly and manages the fund available to implement the priorities identified in the SDP. The LEA Finance Officer provides good support at these meetings.
- The support staff, school secretaries, caretaker, cleaning staff and school meals' staff make a valuable contribution to the smooth running of the school.
- The school has made satisfactory progress overall in meeting the targets set in the action plan, which addresses the key issues from the previous inspection report. Progress in the key areas of assessment of pupils' achievements and compliance with statutory requirements of the Governors' Annual Report to Parents remains unsatisfactory.

6.3 Staffing, Accommodation and Learning Resources

The provision of staffing, accommodation and learning resources is good overall.

- There is a sufficient number of teaching and support staff who are well qualified and experienced to meet the needs of the school. Support staff make a good contribution to pupils' learning; they work efficiently and have a good understanding of pupils' needs and intended outcomes of activities.
- Teachers and other staff have attended many courses during the previous year and they continue to gain new areas of expertise. A very wide range of courses has been attended. However a closer correlation between their content and the needs of the school and pupils would further support the raising the standards of pupils' achievements.
- Appropriate arrangements for the appraisal of staff and for the induction of newly appointed members of staff are in place.
- The accommodation has many good features, including a large hall, shared areas between classrooms, well kept playgrounds and a wildlife and pond area. Due to the fact that pupil numbers have risen, the building is now not large enough to hold the number of classes in designated class areas. One class is working in what was previously a corridor and small group teaching area.
- Odours emanating from the boys' toilets in Y3 and Y4 permeate the lower KS2 teaching area and appear to pose a potential health and safety hazard.
- The school is well resourced overall. Books and equipment used in lessons promote pupils' standards of achievement. The school is bright and airy. Displays of pupils' work and displays giving information support pupils' learning.

7. SUBJECTS AND AREAS OF LEARNING

Provision for the Under-Fives

The educational provision for children under five, taken overall, is appropriate to their needs and they make good progress towards the Desirable Outcomes for Children's Learning. Standards of achievement are good overall in all the areas of learning. By the age of five, the majority of children meet the Desirable Outcomes.

Baseline assessments indicate that attainment on entry to school is below average for most children.

Good features

Language, literacy and communications skills

- In the nursery, three-year old children make good progress in developing their skills in language, literacy and communication. They listen attentively and respond well to stories, poems and rhymes. Children listen with concentration to staff and follow instructions appropriately. They are increasing their confidence in discussing their experiences and are developing their vocabulary to express their thoughts coherently. The children take part enthusiastically in role-play situations, such as in the home play area.
- Through activities, children become familiar with Welsh vocabulary and respond well during question and answer sessions. They handle books carefully and enjoy sharing them with others. The children recognise and begin to write their own names; they know many letters by their shape and sound, which they use successfully in their early attempts at writing.
- In the reception class, four-year old children are confidently developing their language skills and enjoy taking part in the role-play activities in the play areas. They take part in conversations, contribute well to group discussions and communicate their own ideas and beliefs. Children listen attentively to others and take account of what they say. They take turns to speak clearly and audibly and use an increasing range of vocabulary. The children develop their reading skills well; they have a good knowledge of phonics and can read words and sentences in books. They successfully follow text in stories and nursery rhymes in “Big Books”. They enjoy sharing books, especially those they take home. Children make good attempts at writing and some successfully read what they have written. They are familiar with Welsh language patterns and respond well to oral activities.

Personal and social development

- In the nursery, children make good progress in their personal and social development. They begin to show confidence and self-respect and are able to establish effective relationships with other children and adults. They show independence when choosing resources and correctly find their own coats and put them on independently. The children are well behaved and understand the difference between right and wrong. Personal and social skills are developed successfully during circle time.
- In the reception class, children’s behaviour is good and they have positive attitudes to their work. They work well together in groups, taking turns and sharing equipment appropriately. Children respond well to the school’s provision for spiritual, moral, social and cultural development and to new areas of learning.

Mathematical development

- In the nursery, children successfully use mathematics as an integral part of activities such as cooking, building with bricks, making dough and sand and water play. They use mathematical language appropriately when sorting by colour, size and shape. Children count and recognise numbers to five, some to ten, and they can write numbers to five accurately. Some children order numbers to 10. They know the names of colours in English and in Welsh and they count to ten in Welsh. Children match numbers to

pictures and count, order and compare everyday objects. They recognise and name simple shapes. Children enjoy singing number rhymes and action songs, which support their understanding of number concepts.

- In the reception class, children increase their knowledge and understanding of number during oral work. They count to 10 in English and in Welsh, some to 20 and beyond and are able to count backwards. Children use mathematical language appropriately and use apparatus successfully to aid calculations. They realise the purpose of money and recognise the value of coins. Children name two and some three dimensional shapes correctly and begin to use non-standard measures confidently.

Knowledge and understanding of the world

- In the nursery, children demonstrate their knowledge and understanding of the environment by talking about their families and where they live, and by describing events in their lives in the past and the present. They explore and select appropriate materials to make collage pictures, using cutting and sticking skills successfully. Children use a computer and control the mouse confidently to select different options.
- In the reception class, children develop their knowledge and understanding of scientific concepts. When making salt dough, they explain clearly how it is made and carefully measure the ingredients they use. During their visit to Hengoed Post Office, children learn how a parcel is weighed and posted to Australia. In their own classroom “post office”, they write letters and address envelopes before sorting by initial letters in the sorting office and posting in the letterbox. Children make suitable parcels and weigh them before adding the stamps. They understand the process and know the value of different stamps. The children develop manipulative skills well, using scissors, glue and a range of tools for different activities. They use computers confidently, including a program for drawing and designing pictures and understand the use of e-mail to send and receive messages from their friends in Australia.

Physical development

- In the nursery, children confidently develop their physical skills when using the outside area. They successfully ride and manoeuvre a range of wheeled vehicles. The children handle tools and construction equipment competently and make good use of malleable materials, such as dough, to make shapes and models.
- In the reception class, children increase their confidence and co-ordination when moving and using apparatus. They are developing their gross motor skills well on the climbing frame and can crawl, slide, balance, swing and climb in and around the frame. Children are developing ball skills and can successfully control a ball when rolling, throwing, catching and bouncing a ball to a partner. They develop their fine motor skills as they confidently handle tools and small pieces of equipment. When making dough, they successfully mix, knead, roll and cut circular shapes to make pig faces.

Creative development

- In the nursery, children use paint and brushes confidently to produce a variety of artwork. They experiment with printing techniques using shapes, leaves and finger printing to make attractive printed patterns. Children develop their cutting skills and successfully use glue and glue sticks to make effective collage pictures. They select appropriate collage materials and enjoy embellishing their work with sequins and glitter. The children use a variety of media and textures to make effective class friezes. In music, they enjoy singing a variety of songs and nursery rhymes. They enjoy exploring sounds and instruments to create their own music.
- In the reception class, children develop their painting skills and confidently paint self portraits. They experiment with paint mixing using red, orange and white to create their own colour to paint their dough models of pig faces. Their drawing skills are developing well and they make good attempts to draw and paint from observation. They use natural materials such as twigs to make effective triangular mobiles and use a range of collage materials to produce lively collage pictures. In music, they become more familiar with different styles of music and songs. They sing a variety of songs, hymns and rhymes with enthusiasm. Children experiment with sounds from a range of instruments to create their own music. They recognise and correctly name different instruments and describe their sounds.

Shortcomings

- There are no significant shortcomings.

English

Standards of achievement are satisfactory overall in KS1 and KS2. They are satisfactory in speaking, reading and writing; they are good in listening in both key stages.

Good Features

- By the end of KS1, pupils begin to gain confidence to speak clearly and are keen to offer oral contributions in lessons. They particularly enjoy participating in discussion about stories they read in literacy sessions, such as “The Rainbow Fish”, and respond well to questions.
- Key Stage 1 pupils’ listening skills are good. They listen attentively to stories and to instructions and with interest to other pupils’ views and opinions.
- In reading, pupils use a range of methods and strategies to help them read new words including letter sounds, word recognition and picture and contextual cues. By the end of the key stage, some pupils are reading fluently and are able to discuss the contents of their books, re-tell the main events of stories, correctly sequence events and predict how stories will end. Pupils begin to make good progress through the key stage, especially in their reading from the text of ‘Big Books’, which they read and discuss

as a class. The use of the home school reading system is beginning to have a positive effect on standards.

- The standard of pupils' writing is satisfactory. Good use is made of literacy strategies to identify word patterns, phonics and rhyming words, which pupils use in their own writing. Pupils make satisfactory progress in improving sentence structure in their development towards independent writing, with appropriate punctuation. Some make good use of wordbooks to improve spelling.
- In KS2, pupils are increasing their ability to contribute to discussion and begin to show confidence in expressing their opinions. Satisfactory standards are achieved in speaking skills and pupils are gaining confidence to speak and articulate clearly in lessons.
- They listen well and purposefully, responding appropriately to questions and instructions. Pupils work well together in groups and pairs to share their ideas and opinions, for example when researching biographies and autobiographies.
- Standards in reading are satisfactory and pupils make appropriate progress in improving their fluency and accuracy. They discuss the plots and characters of the books they read and explain clearly the structure and sequence of story writing. Pupils' comprehension skills are improving and they are beginning to use inference and deduction. They discuss the books they have read, demonstrating a clear understanding of the texts. Pupils make good use of CD-ROMs and the Internet to find information.
- The standard of pupils' writing is satisfactory. By the end of the key stage, pupils understand the grammatical structures in writing and most write in well constructed sentences with appropriate punctuation. They make good use of the computer, including the use of word processing and graphic design and illustration to enhance their work.

Shortcomings

- In both key stages, pupils lack confidence to speak clearly with an increasingly varied vocabulary when developing and explaining their ideas.
- Pupils' use of the library is underdeveloped and in KS2, research skills are limited owing to the lack of a library cataloguing system.
- In KS1, pupils' skills of reading for information are underdeveloped.
- In both key stages, pupils have limited experiences in writing for a range of purposes and audiences. Their use of extended writing is underdeveloped. The use of dictionaries or wordbooks to aid spelling is inconsistent across the school.
- Pupils' handwriting skills are underdeveloped and there is a lack of care in the presentation of work.
- The use of drafting, revising and refining of work is limited.

Mathematics

Standards of achievement are satisfactory in KS1 and KS2.

Good features

- Overall, pupils in KS1 make satisfactory progress in recalling and understanding number facts: Y1 pupils count aloud to 20 and many Y2 pupils use mental recall of addition and subtraction facts to 10. They recognise sequences of numbers, including odd and even numbers. At the end of KS2, virtually all pupils use mental calculations with numbers to 1,000.
- Across the key stages, pupils recall and use multiplication tables to support their work.
- Pupils' investigative skills develop satisfactorily across the key stages. Year 3 pupils, for example, identify 98 as an even number and provide a range of other facts about it. They identify a mystery number by asking a range of sensible questions about it, such as, 'Is it a multiple of 10?'
- Year 1 pupils recognise some two-dimensional shapes and Y2 pupils recognise triangles, rectangles, hexagons and octagons. Most pupils explain the differences in the shapes, such as by counting the number of sides. More able pupils separate sets of shapes into those with a more or less than four corners.
- In Y2, pupils measure objects using centimetres and other non-standard ways of measuring, such as by laying plastic cubes next to objects and counting them. Pupils understand the terms 'longer than' and 'shorter than' one metre. They make sensible estimation skills and then compare these with the actual measurements of objects in centimetres.
- By the end of KS2, pupils successfully understand and use some statistical techniques. For example, they find the 'range' of a group of numbers by subtracting the lowest number in the group from the highest. Pupils use techniques such as finding the 'median' and the 'mode' of a group of numbers successfully.
- The oldest pupils draw angles confidently and, overall, have a satisfactory understanding of this aspect of mathematics. They know that a straight line is made up of 180 degrees and that if there are three angles to measure on the straight line that they must add up to 180 degrees.
- Year 6 pupils use protractors accurately to measure angles and they know that angles can be 'acute' or 'obtuse.'
- Older pupils use computers successfully and confidently when dealing with numbers and statistics.

- Across the key stages, pupils make satisfactory progress in mental calculations and the acquisition, understanding and use of mathematical vocabulary.

Shortcomings

- Pupils' work is sometimes untidy, affecting their progress in areas such as addition and subtraction.
- Across the key stages, pupils' ability to discuss their work and explain how they arrived at their results is limited.
- Pupils' ability to select and use suitable techniques to solve problems, particularly within unfamiliar contexts, is underdeveloped across the key stages.

Science

Standards of achievement are good in KS1 and satisfactory in KS2. Pupils in both key stages have appropriate knowledge and understanding of all aspects required by the NC.

Good features

- In KS1, pupils have a sound knowledge of aspects of the natural world. They understand the properties of a range of materials, recognising how these affect their uses. Pupils identify the parts of plants and have a good understanding of factors which affect their growth. They make field visits in the locality, listing the animals and plants they find.
- Younger KS2 pupils understand the effects of sugar on the health of teeth and gums. Older KS2 pupils use their previous knowledge when they classify animals, creating simple branching keys, creating their own criteria.
- Pupils across the key stages use scientific terms accurately in their descriptions and accounts when, in KS1, they write about an electrical circuit with a switch. In KS2, pupils use terms such as "predator", "Celsius" and "vertebrates".
- Pupils' ability to carry out a systematic enquiry develops well across the key stages. Lower KS2 pupils carry out investigations to find out whether the arm span of a human is the same as its height. Other pupils investigate how the melting rate of ice cubes can be slowed down, measuring accurately. They offer at least satisfactory explanations of the behaviour they observe.
- Understanding of fair testing and its importance, for example regarding the effects of temperature during an experiment, develops appropriately across the key stages.

- Pupils use a range of resources to support their investigations, including reference books, CD-ROMs and the Internet.
- In KS1, information is communicated effectively and accurately through drawings, graphs, diagrams and in writing. This aspect is well developed in KS2.

Shortcomings

- Older pupils' ability to plan a systematic enquiry independently is underdeveloped as is their ability to present ideas in a form that can be investigated.
- Pupils' understanding of the idea of varying one factor during an experiment, while keeping others the same, does not develop sufficiently across KS2.

Welsh second language

Standards of achievement are satisfactory overall in KS1 and KS2.

Standards of achievement are good in listening in KS1 and KS2; they are satisfactory in speaking and writing in KS1 and KS2.

Standards of achievement in reading are satisfactory in reading in KS1 and unsatisfactory in KS2.

Good features

- Pupils in KS1 sing a range of simple Welsh songs and hymns with confidence and good intonation on occasions such as acts of collective worship. They ask simple questions of each other in a role-play situation based on the "surgery", using an appropriate range of phrases and vocabulary. Pupils use the names of a range of colours, foods, animals, parts of the body and emotions.
- Key Stage 2 pupils role-play a range of situations, such as in the clothes shop, using the affirmative and negative forms. Older pupils use the present and the past tense in the affirmative and negative forms and are beginning to use the third person of simple verbs in order to carry on three-way conversations.
- Pupils' listening skills are good in both key stages, in response both to adults and their peers. Younger pupils listening skills are apparent when they are told a story from the class "big book". All pupils react appropriately to the incidental Welsh which is used throughout the day.
- Key Stage 1 pupils read together from the class "big book", predicting events. They satisfactorily read independently from related simple reading books and confidently read flash cards of new words. Key Stage 2 pupils read words from flash cards and short phrases independently. In both key

stages, pupils read their own written work with appropriate accuracy and intonation.

- Across the key stages, pupils write in a range of styles, such as speech bubbles, dialogue and report writing. Key Stage 1 pupils write simple sentences about the weather and their likes and dislikes of food. Key Stage 2 pupils write dialogue and descriptions of people and situations in an appropriately more detailed way.

Shortcomings

- Pupils in KS2 do not sufficiently consolidate, extend or use the vocabulary and phrases acquired in KS1 in either their oral or written work.
- Pupils' independent reading skills using a range of texts are underdeveloped in KS2.

Design and technology

Standards of achievement are satisfactory in KS1 and KS2.

Good features

- Pupils in Y1 cut around lines reasonably accurately and thread a split-pin through two holes to give their Teddy Bears a moving arm. They design a quilt for "Baby Bear" and make sugar "mice". Pupils also design interesting play parks and work on blends of colours for Joseph's coat.
- In Y2, pupils use construction kits to make various types of vehicles. They understand how vehicles roll along. Pupils make good quality masks and provide a list of the order in which they make them. They use estimation skills, try ideas and sometimes improve them in order to improve their work.
- Younger pupils have a clear understanding of how electrical circuits, including those with switches, can be used.
- At KS2, pupils develop their skills appropriately. They make frames that support other devices they need to work in some way, such as cranes. Pupils make land yachts and use glue guns to strengthen the bonds between pieces of wood.
- In Y4, pupils weave patterns using various colours of wool. They make attractive greetings cards with moving parts. At the end of the key stage, pupils design and make a slipper, having first disassembled a real one to see how many pieces of fabric are needed. Older pupils make a fairground ride with working parts. The finished products are of a good quality.
- Pupils respond well to challenges, such as making a structure to hold a 50gram weight. They formulate ideas and amend them as necessary in order to meet the challenge.

Shortcomings

- Pupils' skills and knowledge of food technology and of control activities are insufficiently developed.
- Pupils' written evaluations of their finished products and how they can improve their work is underdeveloped, particularly at KS2.
- Pupils are given insufficient opportunities of finding solutions to real life problems.

Information Technology

Standards of achievement are good in KS1 and KS2.

Good features

- Key Stage 1 pupils make good progress with learning how to control the computer mouse. They use computers to create a picture of the "Three Pigs House" and make effective use of some of the tools available in the painting program. Pupils make good attempts at drawing a picture of a house with details such as bricks, doors and chimneys.
- In Y1, pupils identify the keys on a keyboard and start to use some of the many features of computer programs. Pupils in Y2 understand that computers can be used to play games, draw pictures or write stories. They confidently draw pictures of monsters and with adults save their work in their own files. Pupils work effectively in groups such as when devising a shopping list and taking turns to copy it onto the computer.
- Younger pupils know that sentences need capital letters and full stops and that words need spaces between them when using word-processing programmes.
- In KS2, most pupils know how to resize a computer window and identify when a piece of text needs editing.
- In Y4, pupils edit passages of writing and add capital letters, speech marks and other important features of punctuation. Pupils design and make a bookmark and create an appropriate database about sea animals. They also produce effective graphs using a database program when comparing the length of pupils' forearms. Year 5 pupils continue this work and design a database of land use in Cardiff.
- Upper KS2 pupils show a thorough understanding of how to use computer programs to help them with their work. They know key phrases, such as "drop down menus". They successfully take pictures from one program and add them to the work they are carrying out.

- Pupils change the font, size of letters and letter colours with ease. Some select sound effects with a view to pleasing a target audience with their multi-media presentation. They design clear warning posters, for example, about the dangers of fireworks.
- In both key stages, pupils make appropriate use of the Internet to find information. In the some classes in both key stages, pupils have a very good understanding of how to use computers to support their work in different subjects.
- Overall, pupils have an adequate and developing understanding of how information technology affects their lives.

Shortcomings

- There are no significant shortcomings.

History

Standards of achievement are satisfactory in KS1 and good in KS2.

Good features

- Pupils' chronological awareness develops well across the key stages. Key Stage 1 pupils create a timeline to show changes in toys and teddy bears over the past 100 years. Older pupils make good use of timelines and place the periods of history, which they have studied, in chronological order. Vocabulary relating to the passage of time shows good progress.
- Pupils in KS1 recall a range of stories and events about the lives of people living in the past, such as Florence Nightingale. They are beginning to understand why people acted as they did and that those actions had consequences.
- Key Stage 2 pupils' awareness of links between the causes and consequences of events and situations is demonstrated in their work on the growth of towns in the nineteenth century. They hypothesise that conditions would have improved were the rich to live under those conditions.
- Key Stage 1 pupils understand that they can find out about the past from a range of sources, such as books and artefacts. Key Stage 2 pupils make good use of a wide range of sources of evidence, such as Roman and Second World War artefacts, portraits and web sites to support their learning and investigations.
- The ability to ask and answer historical questions develops well in KS2. Pupils carry out their investigations independently in order to reach a conclusion. They then compare the results of their findings.
- They understand that it is not always possible to find enough evidence to answer a question and that further research may be needed. Pupils compare

different interpretations and their initial “facts” in light of new evidence, recognising that further research and interpretation is needed.

- Historical vocabulary relating to the periods, which have been studied, develops well. Pupils in both key stages organise their findings appropriately and use an increasingly wide range of methods to communicate their knowledge and understanding.

Shortcomings

- Pupils in KS1 have a limited knowledge and understanding of a range of aspects of life in the past and how it was different from the present.

Geography

No geography lessons were observed during the period of the inspection.

Scrutiny of the school's documents, such as the scheme of work and other planning, discussions with the co-ordinator and pupils, together with evidence of pupils' work suggest that standards of achievement are satisfactory in KS1 and KS2.

Good features

- In Y1 and Y2, pupils identify different types of building in the local area around the school. They give coherent opinions about their likes and dislikes and begin to develop a sense of care for the environment. Pupils plant new vegetation and carry out a litter search.
- Pupils carry out traffic surveys accurately and present their results as graphs to help them analyse their findings. They draw routes from home to school, using a mixture of pictures and symbols to show different buildings and features of the area.
- Pupils have a developing knowledge of physical features and of the way people use them. This is demonstrated when they make a list of items found at the seaside.
- In Y3, pupils make further progress with the investigation of features of the local area; they prepare questions for passers-by and analyse the results. They ask, for example, “How do you get to work?” The results are recorded effectively as graphs. Pupils investigate the range of ways in which Hengoed is used and locate the village on maps of different scales.
- Year 4 pupils make a comparative study of Hengoed and Chembakolli in India. They make interesting comparisons between the different kinds of homes, work patterns and what people wear in the two areas.
- In Y5, pupils study Cardiff Bay. They know its location and of some of the problems of the area, such as how rivers, when they meet the sea, tend to silt up. Pupils have a clear understanding of the range of ways that the Bay

is used, such as for docks, shopping and speedboat racing. Year 6 pupils study the concept of sustainable development and reducing waste.

Shortcomings

- Pupils make insufficient use of a range of maps of different scales and types.
- Use of field visits to support pupils' learning is limited.

Art

Standards of achievement are satisfactory in KS1 and KS2.

Good features

- In KS1, pupils develop their drawing skills using pencil, pastels and wax crayons. They make good attempts at portrait and figure drawing and understand the need for proportion in their work. Pupils apply paint carefully, using appropriate brushes, and add detail using an artist's pen.
- Pupils improve their painting and brush control skills. They successfully investigate tones of one colour by mixing paint and experimenting with different shades. Pupils make effective collage pictures and select a range of materials for their work.
- In both key stages, pupils study the work of famous artists, including Welsh artists, and explain clearly the techniques used in the work. They increasingly experiment with pencil shading, painting and pastel techniques to produce the desired effect in their own work.
- In KS2, pupils improve their observational drawing skills and produce effective charcoal portraits based on the work of Welsh artists Eric Gill and Lovis Corinth. They make good use of sketchbooks to investigate facial features, in particular the eye.
- Pupils improve their painting techniques and paint mixing skills and produce effective studies of water lilies based on the work of Monet.
- Older pupils study still life paintings by Cezanne and make good use of their observational drawing skills when studying an arrangement of fruit with a jug and plate. They produce effective pencil drawings and make close observations of patterns, textures and colours.
- Pupils select and make an interesting collection of natural objects found in the school grounds, such as leaves, ferns, stones and seeds. They discuss their texture and use their sketch books to experiment with rubbing techniques using oil pastels.
- All pupils make good use of a drawing and graphic design computer system to create effective drawings and designs and to enhance their written work.

Shortcomings

- Pupils do not develop their skills to explore, experiment and apply the elements of art, craft and design across the key stages.
- Pupils have limited skills of working in three dimensions, including clay and of working with a range of materials and a variety of tools to improve their skills.
- Pupils do not examine a variety of art, craft and design from different cultures and how they may influence their own design ideas.

Music

Standards of achievement are good in KS1 and KS2.

Good features

- In KS1, pupils sing a variety of English and Welsh rhymes, songs and hymns with enjoyment and enthusiasm. They sing in tune with clear diction and with appropriate attention to breathing and the quality of sounds.
- Pupils follow singing and clapping patterns and repeat them successfully. They can clap and play untuned instruments in time with the music, keeping a steady beat. They can memorise and recall short musical patterns and simple songs.
- Pupils experiment with sounds and instruments to illustrate a sound picture. They successfully perform a sequence of sounds to the class whilst following instructions.
- In KS2, pupils improve their performing skills. They sing an expanding repertoire of songs, in English and in Welsh with confidence and enjoyment. Pupils sing simple two-part songs and rounds with increasing control of musical elements.
- They have a good understanding of musical elements and successfully focus their listening skills on elements such as pitch, rhythm, beat and dynamics whilst performing.
- Pupils' listening skills develop well; they demonstrate good appraisal skills when listening to music. They appreciate the music played by a visiting harpist and enjoy listening to the local secondary school's Big Band and the Welsh Brass Trio.
- Older pupils listen attentively and respond well to "Circus Music" by Copeland. They accurately identify the patterns in the music and record on paper the repeated sections as they occur in the music.
- Pupils' ability to appraise their own work and that of others develops well across the key stages.
- Pupils' musical performances develop well. They experiment with sounds and rhythms in groups and compose their own music, using instruments and items such as saucepan lids and spoons. Pupils successfully play tuned and untuned instruments to accompany songs and keep a steady beat. They

perform their compositions confidently and record their performances on audiotape.

- Musical performances enhance assemblies and school concerts. Pupils are offered instrumental tuition in brass and recorder playing and the extra-curricular music club succeeds in enhancing their musical skills. Pupils enjoy taking part in community performances, including services at the local chapels.

Shortcomings

- There are no significant shortcomings.

Physical Education

Standards of achievement in KS1 are satisfactory and good in KS2.

Good features

- In both key stages, pupils understand the need for warming up and cooling down activities. They understand and explain the beneficial effects of exercise on their bodies.
- In KS1, pupils have a developing awareness of space when moving at different heights and in different directions. They respond well to music and perform a variety of movements in response to changes in tempo and rhythms. Pupils evaluate the movements of others effectively and listen to instructions carefully.
- Pupils in Y2 show good special awareness when they walk, sit down, jog, tag each other then later hop, skip and jump over bean bags on the floor. They enjoy their work and exercise with enthusiasm. Pupils throw a large soft ball to a partner quite accurately and catch most of the balls thrown to them. They work in pairs successfully and give cool down activities their full attention.
- In KS2, pupils' build on the skills acquired in KS1 and make good progress across the key stage. In Y3 dance lessons, pupils show that they can exaggerate their movements and respond to the key words that the teacher has displayed in the hall effectively. Most pupils mimic their partner accurately and the finished Roman dance includes actions such as firing arrows and rowing galleons.
- Older pupils evaluate their own and others' work effectively and in greater detail. They devise rules for their own ball game and make good use of space. Pupils identify features of a good game and develop rules, which work well, so that the game can proceed and be satisfying to play. They learn, for example, the key skill of interception of the ball to take possession of it during their games.
- Other aspects of which pupils have experience include football, hockey and other athletics and games activities. Individual pupils reach a high standard

of work in, for example, cross-country and rugby. The school has a good record in representative team sports.

Shortcomings

- In KS1, pupils skills of co-ordination, for example, when throwing and catching a ball, do not develop at a satisfactory pace.

Religious Education

Standards of achievement are satisfactory in KS1 and KS2.

The programme of study is based on the locally Agreed Syllabus for religious education.

Good Features

- In KS1, pupils understand that the Bible is a special book for Christians and know that Jesus is God's Son. They recall the events of the Creation and appreciate the idea of God creating the world and everything in it. Pupils successfully sequence the events.
- Younger pupils understand that a prayer is a way of speaking to God and thanking Him for providing us with food and write their own "Thank you" prayers. They recall the features of the school Harvest Service and understand that their contributions have helped others less fortunate than themselves.
- Pupils in KS1 are beginning to understand how being a member of a religious sect can affect the daily life of adherents. Lower KS2 pupils have a satisfactory knowledge and understanding of the characteristics of worship in the Muslim religion. They design and make their own prayer mat and act out the ceremonials associated with entering the Mosque.
- Pupils in both key stages have an appropriate knowledge of Bible stories. Pupils in Y5 use the Internet to find information on the life and miracles of Jesus. They formulate questions to ask of an "eyewitness" to the raising of Lazarus.
- Year 6 pupils study the life and beliefs of Dr. Martin Luther King and the writing of Pastor Niemöller. In discussion of persecution of religious beliefs and racial intolerance, they offer sensible and considered responses, relating them to contemporary issues.
- Effective use is made of religious artefacts and pupils treat them with respect. Acquisition and use of the appropriate vocabulary for each religion develops well across the key stages.

Shortcomings

- The lack of visits to places of worship limits pupils' knowledge and understanding of their own and others' religious beliefs and cultures.
- Knowledge and understanding of the beliefs and impact on the lives of adherents is not uniform in each of the religions studied across the key stages.

8. SCHOOL IMPROVEMENT

8.1 Progress Since the Last Inspection

The school has made satisfactory progress overall in the implementation of the action plan which addresses the key issues from the previous inspection report.

Key Issues arising from the previous inspection:-

In order to build on the progress already made, the school and its governing body should focus the school development plan on raising standards and, in particular:

- remedy shortcomings in both key stages in mathematics, IT, Welsh and aspects of English;
 - *standards are now at least satisfactory in all aspects.*
- develop long, medium and short-term curriculum planning so as to specify teaching and learning objectives, stage the coverage of the NC by age group and ability, ensure progression and continuity, address the differentiation of pupils' work, and include a formal system of evaluating the impact of planning in standards;
 - *long, medium and short-term curriculum planning specify teaching and learning objectives.*
 - *planning addresses progression and continuity across the key stages, other than in the mixed age classes, and identifies opportunities for differentiation of pupils' work.*
 - *there is no formal system for evaluating the impact of planning on standards.*
- develop whole-school assessment and recording procedures in order to support pupils' learning and progress;
 - *the quality of assessment, recording and reporting remains unsatisfactory.*
- extend the variety of teaching and learning strategies to cater for the needs of all pupils more effectively;
 - *the variety of teaching and learning strategies employed to cater for the needs of all pupils is satisfactory.*

- raise teachers' expectations through improved staff development and sharing the expertise current in the staff and so ensure an improved consistency in the quality of teaching;
 - *the quality of teaching was satisfactory or better in all the lessons observed.*

- formalise and continue the development of the roles of the senior management and curriculum leaders in the monitoring and evaluating standards of pupils' work and the quality of classroom practice;
 - *monitoring of pupils' work and the quality of classroom practice by the senior management team and curriculum co-ordinators is satisfactory.*

- comply with statutory requirements and WO guidelines with respect to the content of the school's brochure and the governors' annual report to parents.
 - *The Governors' Annual Report to Parents and School Prospectus do not comply with statutory requirements.*

8.2 Key Issues for Action

In order to accelerate the satisfactory progress being made by pupils and improve aspects of the provision, the school needs to raise standards of achievement by:

1. addressing the shortcomings identified in the subject reports;
2. improving the rigour of assessment procedures through:
 - (a) the development of a tracking system
 - (b) the setting of realistic targets appropriately matched to the NC requirements
 - (c) improvement of teachers' understanding of the characteristics of work at each level;
3. building on the self-evaluation system;
4. revising curriculum planning in order to ensure equal entitlement to the curriculum for all pupils in mixed age classes;
5. addressing potential health and safety issues regarding the boys' toilets in the lower junior area;
6. ensuring that the Governors' Annual Report to Parents and the School Prospectus comply with statutory requirements.

Appendix

A. Basic Information About the School

Name of School	Hengoed Primary School
School type	County
Age-range of pupils	3-11
Address of school	Chapel Terrace Hengoed Caerphilly
Post-Code	CF82 7JU
Telephone Number	01443 812909

Headteacher	Mrs J Brill
Date of appointment	September 2002
Chair of Governors	Mr M Davies
Registered Inspector	Mrs J Davies
Dates of inspection	7. 10. 2002 – 10.10.2002

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	12.5	25	40	28	43	37	35	31	251.5

Total number of teachers			
	Full-time	Part time	Full-time equivalent (fte)
Number of teachers	12	0.25	12.25

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	21:1
Pupil: adult (fte) ratio in nursery classes	6:1
Average class size, excluding nursery and special classes	22
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to the inspection				
Term	R	KS1	KS2	Whole school
1	89.3	87.3	92.3	89.6
2	89.5	89.2	90.6	89.7
3	93.4	86	97.1	92.2

Number of pupils excluded during 12 months prior to inspection.	4
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C. Results of National Curriculum assessments and public examinations

END OF KEY STAGE 1: 2002

National Curriculum Assessment KS 1 Results: 2002			Number of pupils in Y2: 42					
Percentage of pupils at each level								
			D	W	1	2	3	4
ENGLISH:	Teacher Assessment	School	0	0	43	36	21	0
		National	0	4	13	62	21	0
EN: Reading	Teacher Assessment	School	0	0	19	39	42	0
		National	0	4	13	54	29	0
EN: Writing	Teacher Assessment	School	0	0	19	50	31	0
		National	0	5	13	70	12	0
EN: Speaking and listening	Teacher Assessment	School	0	0	19	37	44	0
		National	0	3	11	63	23	0
MATHEMATICS	Teacher Assessment	School	0	5	33	36	26	0
		National	0	2	9	60	29	0
SCIENCE	Teacher Assessment	School	0	0	0	48	52	0
		National	0	2	10	67	21	0

Percentage of pupils attaining at least level 2 in mathematics, science and English according to teacher assessment			
In the school:	55	In Wales:	81

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

END OF KEY STAGE 2: 2002

National Curriculum Assessment KS2 Results: 2002							Number of pupils in Y6: 27					
Percentage of pupils at each level												
			D	A	N	W	1	2	3	4	5	6
English	Teacher assessment	School	0	0	5	0	0	21	26	48	0	0
		National	0	0	0	1	1	6	19	48	25	0
Mathematics	Test/Task	School	0	10	16	0	0	16	32	26	0	0
		National	0	2	1	0	0	5	14	47	31	0
	Teacher assessment	School	0	0	0	0	0	26	32	42	0	0
		National	0	0	0	0	1	4	20	47	28	0
Test/Task	School	0	16	16	0	0	5	32	26	5	0	
	National	0	2	1	1	0	4	18	42	32	0	
Science	Teacher assessment	School	0	0	0	0	0	15	26	59	0	0
		National	1	0	0	0	0	3	15	52	29	0
	Test/Task	School	0	4	4	0	0	18	26	37	11	0
		National	0	2	0	1	0	2	13	51	31	0

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by Teacher Assessment		by Test	
In the school:	44	In the school:	22
In Wales:	68	In Wales:	68

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

D. The Evidence Base of the Inspection

The inspection was carried out by a team of four inspectors who spent a total of 12 inspector days in the school.

Before the inspection:

- meetings were held with the headteacher and staff, the governing body and with the parents; eleven parents attended the pre-inspection meeting;
- questionnaires were distributed to all parents and the 95 completed were analysed; the inspection team took note of the results;
- school documentation was examined.

During the inspection:

- evidence of lessons observed was based on 68 lessons or part lessons across the age groups;
- other observations included assemblies and registration and extra-curricular activities;
- discussions were held with the headteacher, class teachers, support staff and non-teaching staff about their roles and responsibilities;
- discussions were held with pupils about aspects of their work and life in school;
- inspectors listened to representative samples of pupils reading;
- there was scrutiny of a sample of pupils' work from each year group as well as work in the classrooms and on display around the school.

After the inspection:

- meetings were held with the headteacher, the staff and the governing body to provide oral feedback on the inspection findings.

E. Composition and Responsibilities of the Inspection Team

Inspector	Subject Responsibilities	Aspect Responsibilities
Mrs J Davies Registered Inspector	Science Welsh History Religious Education	Context Main finding Standards of achievement in subjects and areas of learning Quality of teaching Curriculum Quality of self-evaluation and planning for improvement Leadership and efficiency Progress since the last inspection Key issues
Mrs M E Evans Team Inspector	Early Years English Music Art	Spiritual, moral, social and cultural development Support, guidance and pupils' welfare SEN
Mr R Fry Team Inspector	Mathematics Design Technology Information Technology Geography Physical Education	Standards in the key skills across the curriculum Assessment, recording and reporting Staffing, accommodation and learning resources
Mrs C Lewis Lay inspector		Behaviour and attitudes Attendance Partnership with parents and community, school and other institutions Partnership with industry

The visiting inspectors wish to thank the governors, the headteacher and all the staff of Hengoed Primary School for their courtesy and co-operation throughout the inspection.