

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

A Report on the Quality of Education in

**Hafod Primary School
Odo Street
Hafod
Swansea
SA1 2LT**

School Number: 6702032

Date of Inspection: 01 December 2008

by

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78706**

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Hafod Primary School was inspected as part of a national programme of school inspection. The purpose of inspection is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents information about the performance of their child's school.

The inspection of Hafod Primary School took place between 01/12/08 and 03/12/08. An independent team of inspectors, led by Dr David G Evans, undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral, social and cultural development.

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

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

There are three types of inspection.

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

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

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

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

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

This school received a **short** inspection.

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

Key stage 1	Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

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Context

The nature of the provider

1. Hafod Primary School is situated in the lower Swansea valley, about a mile and a half from Swansea city centre, and it serves the surrounding area of Hafod. Around 85 per cent of children living in the Hafod attend the primary school. The area is designated by the local authority as one of the most deprived areas of Swansea and 93 per cent of the pupils live in the most deprived areas of Wales.
2. The school is a pilot setting for the Welsh Assembly Government's Flying Start, which provides free child-care for two-year-olds. The scheme has been operating successfully for eighteen months. The Foundation Phase is being implemented in the nursery and reception classes.
3. The school caters for children aged 2 - 11 years. Children are admitted to the Flying Start immediately following their second birthday and attend on a part-time basis. They transfer to the nursery class immediately following their third birthday and move to the reception class at the start of the academic year in which they will be five. At the time of the inspection there are 220 pupils on roll, including 53 in the Flying Start and nursery classes. Numbers have increased since the last inspection.
4. Children enter the Flying Start and nursery with language and mathematical skills which are below average and many have speech and language difficulties. Baseline assessments undertaken during the first term in reception indicate that the ability of the majority of children is below local and national averages.
5. Approximately 54 per cent of the pupils have English as an additional language (EAL). The first languages of these pupils include Sylheti, French, Polish, Lithuanian, and Tamil. English is the home language of 46 per cent of the pupils. No pupil uses Welsh as a first language.
6. Around 18 per cent of pupils are identified as having special educational needs, and this is slightly below the national average. Three pupils have a statement and one is looked after. Approximately 36 per cent of the pupils are identified as being eligible for free school meals, and this is above national and local averages.
7. The school has achieved the Basic Skills Quality Mark, Investor in People status, Phase 3 of the Healthy Schools Award, the Swansea self-evaluation bronze, silver and gold awards, the Sports Active Mark, the Global Ethics Award for Inclusion (the winner representing Wales in London) and the Recycling Gold Award. The school recently acquired the Eco Green Flag award. The BECTA Information and Communication Technology (ICT) and the Dyslexia Friendly School status awards are to be assessed soon.

8. The school has established international links with many countries such as India, Poland, Lithuania and Spain through various British Council and Comenius projects.
9. The head teacher was appointed in January 2006 and the school was last inspected in November 2002. Since the previous inspection, extensive alterations have been made to the inside of the building to make full use of all areas of learning. The outdoor grounds have also been developed to produce further learning opportunities for all pupils.

The school's priorities and targets
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10. The school's mission statement is 'Learning, Laughing and Living Together'.
11. The school has an extensive range of aims, the most important of which is to provide a warm, safe, caring and stimulating environment for all its pupils.
12. The school's major priorities and targets for 2008-2009 include:
 - to maintain and further develop the high standards of achievement;
 - to continue with the development of key skills, with an increasing focus on skills in the new creative curriculum;
 - to implement the Foundation Phase;
 - to further develop the use of outdoor facilities and embed the Forest School's philosophy;
 - to continue to develop philosophy for children, the 'thinking classroom' and enquiry-based learning;
 - to further develop strategies and techniques for analysing data so as to inform future planning through rigorous target setting;
 - to continue to improve levels of attendance;
 - to further develop provision and support for able and talented pupils;
 - to continue to develop global citizenship links within the curriculum; and
 - to maintain very good links with the governing body.

Summary

13. Hafod Primary is an outstanding school and a beacon of excellence. Standards of achievement, the quality of teaching, curricular provision, care and guidance and leadership and management are all outstanding features.

Table of grades awarded

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

14. The overall quality of the educational provision for the under-fives is appropriate to their needs and children are making good progress towards the Foundation Phase.
15. At key stage 1 in 2008, results of the teacher assessments in English, mathematics and science were well below national and local averages. The core subject indicator, which is the percentage of pupils attaining at least level two in English, mathematics and science in combination, was also well below local and national averages. When the 2008 key stage 1 results are compared with similar schools, using the free school meals indicator, results in English, mathematics, science and the core subject indicator were well below average. Boys outperformed girls in mathematics and science and girls performed better in English.
16. Results at key stage 1 have been adversely affected by a number of factors over the last few years: baseline assessment figures have fallen significantly in literacy and numeracy; there is an increasing number of pupils at key stage 1 who have English as an additional language (EAL); and there was a large number of pupils with special educational needs in the year 2 group in 2008.
17. At key stage 2 in 2008, results in English were marginally above national and local averages, while those in mathematics were marginally below both averages. The results in science were slightly below national and slightly above local averages. The core subject indicator, which is the percentage of pupils attaining at least level four in English, mathematics and science in combination, was above both national and local averages. When the 2008 results are compared with similar schools, results in English and the core subject indicator were well above average, while those in mathematics and

science were above average. The trend in performance at key stage 2 has been consistently strong over the last five years. In 2008, boys outperformed girls in English, mathematics, science and in the core subject indicator. There were 14 pupils with English as an additional language in the 2008 year 6 group and two pupils with special educational needs.

18. Baseline assessments indicate that children enter the school with attainment and skills that are well below average. However, by the end of key stage 2, pupils make very good progress in line with their age and abilities. This is a considerable achievement given the attainment of most pupils on entry, the transient nature of the school population and the increasing number of pupils with English as an additional language. Pupils who have English as an additional language achieve very well by the end of year 6, but their progress at the start of school is slow because they have little or no experience of English and many have no written form of their home language.
19. Nearly all pupils by the end of key stage 2, regardless of their age, ability or ethnicity, make very good progress in the acquisition of new skills, knowledge and understanding.
20. Children under five and pupils in key stage 1 make outstanding progress in personal and social education, information and communication technology and creative skills. They make good progress in listening, speaking, early reading, writing, bilingual competence, numeracy and problem-solving skills.
21. In key stage 2, pupils make outstanding progress in the key skills of speaking, listening, reading, writing, bilingual competence, information and communication technology, personal and social education and creative skills. Their progress in numeracy and problem-solving skills is good with no important shortcomings.
22. Overall, pupils' personal, social and learning skills are outstanding. The progress made in their spiritual, moral, social and wider development is also outstanding.
23. All pupils are exceptionally well behaved throughout the school day. They are friendly, polite and courteous and they relate very well to each other and to adults.
24. Whole-school attendance for the three terms prior to the inspection averages 90.1 per cent and this is below national, local and similar school averages. The school takes good account of the National Assembly Wales Circular 47/2006.

The quality of education and training

25. The quality of teaching in the lessons observed was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
46%	50%	4%	0%	0%

26. The quality of teaching compares exceptionally well with the national picture described in Her Majesty's Chief Inspector of Schools' most recent report for 2006-2007, where 80 per cent of lessons inspected achieved a grade 2 or better, with 14 per cent having outstanding features.
27. Examples of outstanding features observed in the best lessons include: high expectations of what pupils can achieve; excellent relationships between adults and children; a sensitive appreciation of all pupils' efforts; and a consistent focus on pupils' thinking, reasoning and philosophical skills.
28. Teaching assistants are deployed very effectively and play a very important part in supporting and extending pupils' learning.
29. The school meets statutory requirements for assessing, recording and reporting pupils' progress. The overall quality of assessment is good and it is used consistently to inform planning. Teachers use a variety of strategies to assess and record pupils' progress in the core subjects; however, the assessment process is less rigorous in the foundation subjects.
30. The school has very good arrangements to meet the needs and abilities of the range of pupils. The school provides pupils with an outstanding curriculum that is broad, balanced and very innovative.
31. Hafod primary is a truly inclusive school where all pupils are treated equally and have full access to the curriculum and all the activities that the school provides.
32. The quality of care, support and guidance and the attention paid to pupils' welfare throughout the school are outstanding features. There are very good policies and procedures in place to ensure the healthy development, safety and well-being of pupils.
33. The provision for pupils with additional learning needs (ALN), including those with special educational needs, is good with outstanding features and fully meets the requirements of the Code of Practice for Wales.
34. Pupils who have English as an additional language are given excellent support so that they grow in confidence and self-esteem as they progress through the school. They are very well supported by a dedicated and very committed team of EMLAS staff.

Leadership and management

35. The quality of leadership and management in this beacon school is outstanding. The head teacher leads an exceptionally effective team of teachers and she has been very successful in a short space of time in promoting an inspirational vision for the school.

36. The deputy head teacher plays a key role throughout the school and the quality of subject management and co-ordination is outstanding. There is a strong drive, at all levels of management, for continuing improvement.
37. Governors are well informed and very supportive of the school. They know the local community well and appreciate the vital contribution the school makes to it. Governors understand their responsibilities and are very well placed to help the school in its strategic planning. They meet regulatory and statutory requirements.
38. Self-evaluation and planning for improvement are very well embedded in the school. The head teacher and members of staff are very well informed about all aspects of the school's work and have a clear vision of the school's future.
39. The school has responded very well to the key issues identified in the previous and made very good progress since the last inspection. The inspection team agrees with the judgements made by the school in all of the seven key questions.
40. The school has a good supply of teaching staff to support the number of pupils on roll. Teachers are suitably qualified with a rich blend of experience. All members of staff are enthusiastic, committed and work efficiently as a team.
41. The school secretary, midday supervisors, canteen staff, cleaning staff and caretaker perform their duties effectively and efficiently and make an invaluable contribution to the overall quality of the school.
42. Learning resources and the accommodation are good with outstanding features.
43. School buildings are very well maintained and very effective use is made of all available facilities and space. Classrooms and non-teaching areas have very attractive displays, which create a stimulating, innovative and inspirational learning environment.
44. The school makes very efficient, effective and economic use of resources. The school provides very good value for money.

Recommendations

45. In order to progress and thrive, the school should:
- R1 maintain the high standards and strive for excellence in all aspects of its work;
and
 - R2 continue to develop assessment procedures and practices.

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

Standards

Key Question 1: How well do learners achieve?

Grade 1: Good with outstanding features

46. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
47. The overall quality of the educational provision for the under-fives is appropriate to their needs and children are making good progress towards the Foundation Phase.
48. At key stage 1 in 2008, results of the teacher assessments in English, mathematics and science were well below national and local averages. The core subject indicator, which is the percentage of pupils attaining at least level two in English, mathematics and science in combination, was also well below local and national averages. When the 2008 key stage 1 results are compared with similar schools, using the free school meals indicator, results in English, mathematics, science and the core subject indicator were well below average. Boys outperformed girls in mathematics and science and girls performed better in English.
49. Results at key stage 1 have been adversely affected by a number of factors over the last few years: baseline assessment figures have fallen significantly in literacy and numeracy; there is an increasing number of pupils at key stage 1 who have English as an additional language; and there was a large number of pupils with special educational needs in the year 2 group in 2008.
50. At key stage 2 in 2008, results in English were marginally above national and local averages, while those in mathematics were marginally below both averages. The results in science were slightly below national and slightly above local averages. The core subject indicator, which is the percentage of pupils attaining at least level four in English, mathematics and science in combination, was above both national and local averages. When the 2008 results are compared with similar schools, results in English and the core subject indicator were well above average, while those in mathematics and science were above average. The trend in performance at key stage 2 has been consistently strong over the last five years. In 2008, boys outperformed girls in English, mathematics, science and in the core subject indicator. There were 14 pupils with English as an additional language in the 2008 year 6 group and two pupils with special educational needs.
51. Baseline assessments indicate that children enter the school with attainment and skills that are well below average. However, by the end of key stage 2, pupils make very good progress in line with their age and abilities. This is a considerable achievement given the attainment of most pupils on entry, the transient nature of the school population and the increasing number of pupils with English as an additional language. The latter achieve very well by the

end of year 6, but their progress at the start of school is slow because they have little or no experience of English and many have no written form of their home language.

52. Nearly all pupils, regardless of their age, ability or ethnicity, make very good progress by the end of key stage 2 in the acquisition of new skills, knowledge and understanding. Assessment records, an examination of pupils' work and review of ongoing programmes indicate that pupils with additional learning needs, including those with special educational needs and English as an additional language, make very good progress and achieve exceptionally well over time.
53. Children under five and pupils in key stage 1 make outstanding progress in personal and social education, information and communication technology and creative skills. They make good progress in listening, speaking, early reading, writing, bilingual competence, numeracy and problem-solving skills.
54. In key stage 2, pupils make outstanding progress in the key skills of speaking, listening, reading, writing, bilingual competence, information and communication technology, personal and social education and creative skills. Their progress in numeracy and problem-solving skills is good with no important shortcomings.
55. Overall, pupils' personal, social and learning skills are outstanding. Their attitudes to learning, the interest they show in their work and their ability to concentrate are exceptionally good. The vast majority work diligently in lessons, they are very keen to join in the activities prepared for them and are extremely enthusiastic in their work. Their understanding of what they are doing and of what they need to do to improve is good.
56. The progress that nearly all learners make in their personal, spiritual, moral, social and wider development is also outstanding. The vast majority of pupils very successfully develop their personal values, together with a respect for, and an understanding of, the values of others. They are enthusiastic to broaden and develop their own understanding of moral and social issues and they demonstrate very effective levels of tolerance, honesty and respect for others and the beliefs they hold.
57. All pupils are exceptionally well behaved throughout the school day. They are friendly, polite and courteous and they relate very well to each other and to adults. They move sensibly in and around the school. Older pupils, in particular, demonstrate qualities of mature citizenship within the school community and reflect pride in their successes and those of the school in general.
58. The vast majority of pupils, whatever their ability or background, take a very active part in school life and their attitudes to equal opportunity issues are outstanding. In philosophy classes at both key stages all pupils discuss a range of important issues respectfully and sensibly and this is a beacon feature of the school. Boys and girls work and play very well together and do

not display any stereotypical attitudes. All pupils demonstrate very positive attitudes of fairness and respect for different cultural traditions and the diverse beliefs, attitudes and values of the school and the wider community.

59. Learners prepare well for participation in the workplace and the community. They raise funds for local and national causes and visit many different places; this ensures that they have a good understanding of community-related and global issues. In lessons pupils discuss different occupations and the ways in which people look after and care for their community. They take part in many community activities, initiatives and projects and they serve as playground buddies. They willingly work to help resolve conflicts and ensure that no one is friendless at playtime.
60. Attendance figures overall have good features that outweigh shortcomings. Whole-school attendance for the three terms prior to the inspection averages 90.1 per cent and this is below national, local and similar school averages. The school takes good account of the National Assembly Wales Circular 47/2006.
61. A number of parents take their children on holidays abroad to visit relatives and extended families and this causes pupils to miss important learning time. The school actively discourages this practice and takes reasonable steps to improve attendance figures. There are no significant or unexplained variations in attendance levels across the school or throughout the year. There were two temporary exclusions during the last year.

The quality of education and training

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

Grade 1: Good with outstanding features

62. The findings of the inspection team match the judgement made by the school in its self-evaluation report.

63. The quality of teaching in the lessons observed was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
46%	50%	4%	0%	0%

64. The quality of teaching compares exceptionally well with the national picture described in Her Majesty's Chief Inspector of Schools' most recent report for 2006-2007, where 80 per cent of lessons inspected achieved a grade 2 or better, with 14 per cent having outstanding features.

65. Throughout the school, teachers use a very good range of teaching methods and approaches and make lessons very interesting and stimulating. There are very good working relationships in every classroom and teachers and support staff treat pupils equally and fairly.

66. Teachers very successfully use a wide variety of resources that stimulate pupils' interest and curiosity and help them learn. In most classrooms, the interactive whiteboard is used particularly well to illustrate key points and to help pupils understand lesson themes.

67. In all classes, teachers enable pupils to develop independence in their learning and to record their activities in a wide variety of forms.

68. Examples of outstanding features observed in the best lessons include:

- high expectations of what pupils can achieve;
- excellent use of time and pace, and appropriate changes of activity throughout the lesson, so that pupils' interest is maintained and remains focused;
- a sensitive appreciation of all pupils' efforts, particularly those with additional needs and those who have English as an additional language, which makes them feel valued and encourages them to do their best;
- a precise match between individual pupils' abilities and the level of challenge in the tasks presented to them; and
- a consistent focus on all pupils' thinking, reasoning and philosophical skills.

69. In philosophy classes teachers very effectively implement the school's focus on developing pupils' thinking and critical skills. They give pupils many purposeful opportunities to collaborate and to gain confidence in expressing their ideas. They consistently focus on developing pupils' personal and social

skills and enhancing their self-esteem. These are exemplary features of teaching.

70. Teachers' planning is very detailed, builds well on pupils' previous learning and caters very effectively for the range of abilities in the class.
71. Teaching assistants are deployed very effectively and play a very important part in supporting and extending pupils' learning. They work very closely with class teachers and are involved in assessing and planning activities for the pupils with whom they work. Their contributions are invaluable.
72. The school successfully recognises the language needs of learners in a community where few, if any, people speak Welsh and where the home language of many pupils is not English. One of the school's strengths is the promotion of bilingual competence and the support that English as an additional language pupils receive is outstanding. Equally, members of staff make every effort to promote incidental Welsh throughout the school day.
73. The school meets statutory requirements for assessing, recording and reporting pupils' progress. The overall quality of assessment is good and it is used consistently to inform planning. Assessment strategies enable the school to identify pupils' strengths and to highlight areas for development. Information gained from assessment undertaken in the nursery and reception classes is used effectively to meet children's needs.
74. Teachers use a variety of strategies to assess and record pupils' progress in the core subjects and aspects of English, mathematics and science are assessed termly at the end of each key stage. This ensures that the school has a clear picture of each pupil's achievement. However, the assessment process is less rigorous in the foundation subjects and religious education.
75. Data from a range of standardised tests are thoroughly analysed to assess the progress and achievements of individuals, groups and cohorts and this enables the school to identify shortcomings and trends in different subject areas and it helps to focus priorities for long-term planning. A pupil tracking system provides additional information on pupils' performance as they progress through the key stages.
76. The arrangements and procedures for assessing and recording the achievement of pupils with additional learning needs (ALN) are good and they are set challenging targets in their individual educational plans. A similar structure is in place for assessing the progress of pupils with English as an additional language.
77. The system for setting and recording individual pupil targets in 'learning journals' is good. Discussions between teachers and pupils when creating the targets ensure that pupils play a positive role in the process of assessment and improving progress. Pupils' work is marked regularly and diligently and, in the best practice, comments offer guidance on how pupils can improve their work and move forward.

78. The school has formulated subject portfolios in the core and several foundation subjects and these are helpful resources when making judgements regarding standards and moderating pupils' work.
79. Good arrangements have been established to standardise and moderate teachers' assessments at the end of each key stage. The school is involved in clusters of local schools where staff meet to consider assessment issues.
80. The annual reports to parents comply with statutory requirements and are of a good quality. They provide information on standards achieved and indicate how improvements can be made. Pupils and parents also contribute to the annual process by writing comments on the progress made. Parents are formally welcomed to three annual meetings to review their child's progress and they greatly appreciate the open door policy that exists in the school.

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

Grade 1: Good with outstanding features

81. The findings of the inspection team match the judgement made by the school in the self-evaluation report.
82. The school responds very well to learners' aspirations and needs and provides them with an outstanding curriculum that is broad, balanced and very innovative. As pupils progress through the school, the curriculum builds systematically on existing knowledge, understanding and skills.
83. The overall quality of the educational provision for the under-fives is appropriate to their needs and the children make good progress towards the Foundation Phase.
84. A wide range of stimulating experiences is provided for children both inside and outside the classroom environment.
85. The school responds very successfully to its mission statement of 'Learning, Laughing and Living together' and provides a rich, stimulating and vibrant environment in which pupils can achieve their full potential. This statement underpins all aspects of school life. The curriculum is very well matched to the needs of individual learners, including those with additional learning needs and English as an additional language, and teachers plan an exceptionally wide range of learning experiences that ensure equal access for all pupils. This is an outstanding feature.
86. The school has responded well to the requirements of Curriculum 2008 and has successfully embarked on the process of reviewing and revising its schemes of work, placing considerable emphasis on the philosophy of 'how children learn'. This is a further outstanding feature. Teachers' planning is very thorough and it displays clearly continuity and progression across the key

stages. A wide range of strategies, which include stimulating experiences for pupils with additional learning needs, English as an additional language and for the more able and talented, are used very effectively to improve pupils' standards of achievement.

87. Provision for the progressive development of pupils' basic and key skills is outstanding and is threaded effectively through the breadth of teachers' planning in subjects across the curriculum. The school has established a very successful system for co-ordinating and monitoring the teaching of key skills.
88. Pupils' experiences are enhanced and enriched through an outstanding range of extra-curricular activities. These include an extensive range of sporting, cultural, musical, language, drama and computer clubs.
89. Pupils throughout the school benefit from an exceptional range of educational visits within the locality and further afield. They regularly visit the Gower Peninsula, art galleries, science centres, wildlife parks, historical and archaeological sites, local geographical and industrial features. All these activities contribute very effectively towards raising the standard of pupils' achievements in personal and social development. This is another outstanding aspect of school life.
90. Visitors to the school, such as poets, several artists, local historians, the local police and fire services, greatly enrich pupils' learning and contribute to the sense of awe and wonder in many aspects of the school's life and work.
91. The school's partnership with parents, the community and other schools, including the local secondary school, is outstanding. In particular, there are very strong transitional links with nearby Pentrehafod comprehensive school and exceptional links with the local community and various local projects.
92. Parents are very supportive of this excellent school and feel that their views are greatly valued. They help with many activities and their expertise is used to support such projects as the rooftop garden. Their involvement has a very positive impact on pupils' learning.
93. Provision for pupils' personal development is an outstanding feature and benefits from the very strong links with many outside agencies. This aspect was clearly highlighted when visitors discussed their experiences of, and partnerships with, the school with inspectors during the inspection period.
94. The school has responded very positively to the appropriate guidelines for personal and social education. It has a clear policy and pupils have excellent opportunities in philosophy classes and 'circle time' to discuss a wide spectrum of issues, including the significance of developing positive attitudes to learning, emotions and feelings and the importance of reflection. Pupils make invaluable contributions to the life of the school and derive many benefits from their participation as members of the School Council, Eco-Committee and as playground 'buddies.'

95. The promotion of pupils' spiritual, moral, social and cultural development is outstanding and very effectively enhanced through a variety of learning experiences. Pupils' spiritual development is very well promoted through collective worship where other peoples' lives and beliefs are celebrated effectively. Whole-school assemblies are memorable occasions as pupils, staff and parents collectively celebrate the life of the school community. Pupils' sense of awe and wonder is further enriched by stimulating, creative displays and murals which adorn the school.
96. The promotion of pupils' moral and social development is outstanding. The sharing of moral messages is a very prominent feature of the provision and pupils are encouraged consistently to respect each other and members of the community. Pupils' social development is greatly enhanced through opportunities to assume positions of responsibility and to collaborate in many activities and ventures. Opportunities to contribute to such causes as the Jeans for Genes Appeal, Children in Need, Dr Barnados and other humanitarian projects very effectively promote pupils' understanding of global citizenship.
97. The provision to enhance pupils' cultural development is a significant strength of the school and considerable emphasis is placed on developing pupils' awareness of the 'rainbow' of different cultures, traditions and beliefs in a diverse and multi-faith society. Pupils of varying cultural backgrounds are encouraged to participate in, to celebrate and enjoy the wealth of cultural diversity in the school and the local community. The school has been involved in the Comenius project and developed strong links with other schools in Spain, Poland and Lithuania. Several members of staff have already visited schools in these countries. Further international links with schools in India provide outstanding curricular opportunities which very effectively promote pupils' knowledge and understanding of other cultures.
98. Very good attention is given to the *Cwricwlwm Cymreig* and a prominent place is given to Welsh culture and heritage in the life and work of the school. The provision to develop pupils' bilingual skills is very good and pupils have regular opportunities to practise their skills in assemblies, drama sessions, in classes and during the annual St. David's Day celebration.
99. Hafod primary is a truly inclusive school where all pupils are treated equally and have full access to the curriculum and all the activities that the school provides. The school rigorously promotes equality of opportunity and celebrates the achievements of pupils in every aspect of school life. The way that the school addresses any social disadvantage experienced by its pupils and ensures their equality of access is an outstanding feature.
100. The school's provision for work-related education is outstanding and very successfully contributes to pupils' understanding of the world of work. The school has very strong links with Swansea Metropolitan University. There are many visitors to the school from the world of work, including parents and members of the community, who share their experiences with pupils. Other

visitors include artists, musicians, actors, doctors, fire service personnel and health visitors.

101. Provision for sustainable development contains many outstanding features. The school has achieved the Green Flag status and pupils of all abilities are successfully encouraged to be aware of environmental issues and of the need to live and work in a sustainable way. The Eco Group takes its work very seriously and has been fully involved in developing the school's innovative, rooftop garden and assisting with the development of a new public park.
102. The school very successfully promotes pupils' entrepreneurial and problem-solving skills. Pupils are successfully involved in making decisions about school life through membership of the school council and Eco group. They run the fruit tuck shop as a real business venture and responsibilities are rotated so that all pupils can take turns and benefit from the experiences.
103. The school provides its pupils with a strong foundation for the development of an enthusiastic desire to continue learning throughout their lives. It seeks to ensure that pupils' learning experiences reflect the Welsh Assembly Government's national priorities for education.

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

Grade 1: Good with outstanding features

104. The findings of the inspection team match the judgement of the school in its self-evaluation report.
105. The quality of care, support and guidance and the attention paid to pupils' welfare throughout the school are outstanding. The warmth, care and mutual respect between staff and pupils are outstanding features and enable pupils to make very good progress in their academic, personal and social development.
106. The school works in full and productive partnership with a wide range of agencies and support services. This ensures that pupils' needs are carefully assessed and addressed. This is very helpful for pupils in challenging or vulnerable circumstances.
107. All adults provide very good support for pupils who are new to Hafod primary school. As a result, they settle in quickly and confidently. Very effective induction procedures ensure that pupils are well supported when moving class or when transferring to the secondary school.
108. Induction for children to the nursery has outstanding features. It is a two-way process when children and their parents/carers are invited to school and members of staff visit the families. Opportunities are offered to parents to become involved in their children's learning through various activities.

109. Transition arrangements for year 6 pupils transferring to the receiving comprehensive schools are very well established and effective and include transition topics and exchange visits by teachers.
110. There is a very warm and caring family ethos in which members of staff speak respectfully to each other and to pupils. Members of staff create a welcoming atmosphere, in which the contributions of pupils and visitors alike are clearly valued.
111. The school enjoys a positive partnership with parents and carers. Parents are kept well informed of school events through several channels, including newsletters and reports. Formal parent/teacher consultations occur three times a year and at other times by arrangement. Parents feel valued and the vast majority are confident that their views are carefully considered. An open door policy operates at the school where parents are encouraged to meet with the head teacher and teachers to discuss any concerns and to act jointly with them.
112. Good quality personal support and guidance is provided at the school through its personal and social education programme. The school council is well established and effective in giving pupils the opportunity to make changes in areas that are of concern to them.
113. Pupils' attendance, punctuality, behaviour and performance are appropriately monitored. Good procedures and links exist with the Education Welfare Officer should the non-attendance or behaviour of an individual pupil give cause for concern. Parents are advised of the procedures for notifying absences and of the detrimental effect of lateness and non-attendance on their children's education.
114. There are very good policies and procedures in place to ensure the healthy development, safety and well-being of pupils. The school is fully involved in the Healthy Schools scheme and promotes health and fitness for pupils through a wide range of extra-curricular activities. Regular health and safety checks are undertaken and subsequent action plans produced. Risk assessments are undertaken for all excursions away from school.
115. The school has very effective, comprehensive child protection policies and procedures, which ensure that 'looked after' and other vulnerable pupils are closely monitored to ensure that they are safe, secure and happy in school. The head teacher and the deputy head are the nominated persons. Regular audits are used to check that staff training is regularly updated. The ethos of the school is one in which children and young people are valued, listened to and taken seriously.
116. The provision for pupils with additional learning needs, including those with special educational needs, is good with outstanding features and fully meets the requirements of the Code of Practice for Wales. The wide-ranging provision is a priority and strength of the school and is very well managed by the Special Educational Needs Co-ordinator (SENCo).
117. Pupils' needs are identified fully and support is provided promptly. The system for identification and assessment is exemplary. One of the

outstanding features is the breadth and depth of the diagnostic assessment undertaken. Pupils' progress is enhanced by the rigorous assessment that ensures a depth of knowledge and understanding of pupils. Pupils benefit enormously from the productive teamwork of well-trained non-teaching staff together with the expertise of the SENCo.

118. Pupils make good progress towards targets set in their individual learning programmes. These plans are very useful documents that measure pupils' progress and set clear achievable targets for improvement. These are very closely linked to pupils' needs. The school works very well with pupils and parents to involve them in their individual learning programmes.
119. Pupils with English as an additional language are given excellent support so that they grow in confidence and self-esteem as they progress through the school. They are very well supported by a dedicated and very committed team of EMLAS staff.
120. There is very effective support for pupils whose behaviour could impede their own progress and that of others. The school has agreed strategies to deal appropriately with any such incidents. These are, however, rare because members of staff are alert to the early signs of difficulties and act purposefully to tackle these. The school has followed the appropriate procedures in the two cases of exclusions during the last twelve months and the arrangements for re-integration are effective.
121. The school very successfully implements outstanding policies with regard to equal opportunities. Careful planning and actions ensure that equality of opportunities and access to all aspects of school life are provided for all pupils.
122. The school promotes very positive attitudes in order to overcome any prejudices or presuppositions based on gender, race, language or social background. Members of staff and volunteers provide positive role models for pupils.
123. The school very effectively implements a comprehensive behaviour policy based on respect and consideration for others. School and class rules are visibly displayed and staff constantly remind pupils of these and of the general expectation of tolerance towards all members of the school community. Outstanding strategies, such as behaviour plans, reward systems and playground peace-makers, support the school's behaviour and anti-bullying procedures.
124. The school promotes pupils' understanding of diversity and race extremely well through, for example, religious education, assemblies, personal and social education programmes, drama and philosophy classes. There are excellent race equality and multi-cultural policies and action plans. Values such as mutual respect and tolerance are sensitively and consistently promoted.
125. The school's disability action plan and Disability Equality Scheme are clear and very well implemented. Every effort is made to ensure that any disabled pupils are treated equally and do not suffer from less favourable treatment. All pupils have full access to the school buildings and grounds.

Leadership and management

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

Grade 1: Good with outstanding features

126. The findings of the inspection team match the judgement of the school in its self-evaluation report.
127. The quality of leadership and management in this beacon school has many outstanding features, which include the:
- inspired and inspiring leadership of the head teacher;
 - strong leadership of the senior management team (SMT);
 - effectiveness and enthusiasm of middle managers;
 - exemplary nature of shared values amongst all those associated with the school;
 - very effective progress on Welsh Assembly Government priorities, the quality of delivery in practice and the receipt of a number of prestigious national awards;
 - rapid improvement, consistently across the school, and the current levels of achievement, teaching and learning; and
 - measurable progress made through the management and continuing professional development of teaching and support staff.
128. The head teacher leads an exceptionally effective team of teachers. She has been outstandingly successful in a short space of time in promoting an inspirational vision for the school.
129. A deep commitment to lifelong learning is evident in the rich variety of teaching methods used, the enormous enthusiasm pupils show for learning and the very stimulating environment that staff and pupils have created within their school. A culture of high expectations and commitment to excellence is firmly embedded.
130. Many of the school's policies and strategies are innovative, highly effective and used as models of good practice by the Local Education Authority. The head teacher not only has an exceedingly clear vision for the school, but also has the skills necessary to develop management structures and deploy staff to maximum effect. She nurtures and empowers, so that the confidence and expertise of staff at all levels are very well developed.
131. The senior management team work extremely well and have very clearly defined roles and responsibilities. The deputy head teacher plays a key role throughout the school in ensuring continuity and progression in the learning experiences provided and in developing the skills of the staff.
132. The quality of subject management and co-ordination is outstanding and shows significant improvement since the last inspection. The exemplary work

of subject co-ordinators is reflected in the standards that pupils are achieving. Subject co-ordinators have been closely involved in policy-making and they have designed and implemented extremely good schemes of work. They have been encouraged and empowered to develop new teaching and curricular strategies, which have also had a substantial impact on pupils' skills and standards.

133. There is a strong drive, at all levels of management, for continuing improvement. Challenging targets are set for examination results, for teaching and learning and for all aspects of provision and practice. The senior management team reviews progress against targets regularly in its meetings.
134. Systems to support, develop and improve the performance of members of staff are excellent. Performance management procedures are very well embedded in the life of the school and targets set have had a positive influence on school improvement.
135. Governors are well informed and very supportive of the school. They know the local community very well and appreciate the vital contribution the school makes to it. A number of governors are actively involved in the daily life and work of the school, ensuring the school's aims and objectives are fully realised. Governors understand their responsibilities and are very well placed to help the school in its strategic planning. They meet regulatory and statutory requirements.

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

Grade 1: Good with outstanding features

136. The findings of the inspection team match the judgement of the school in its self-evaluation report.
137. Self-evaluation and planning for improvement are very well embedded in the school. The head teacher and members of the senior management team are very well informed about all aspects of the school's work and have a clear vision of the school's future. This is an outstanding feature.
138. Very detailed analyses are made of a range of pupils' assessments, including baseline assessments and teacher assessments. The head teacher ensures that all stakeholders are fully informed of the self-evaluation results and the school's priorities for improvement. The head teacher, senior management team and governors thoroughly monitor the effectiveness of the self-evaluation process.
139. Curriculum leaders have a very good understanding of standards, planning and resources in their areas of responsibility. They monitor teaching and learning in their areas, listen carefully to learners' views, produce rigorous subject reports, which identify clearly strengths and shortcomings, and

produce very effective action plans that focus specifically on key strategies to further raise standards.

140. The school positively seeks the views of pupils, parents, members of staff, governors and other interested parties through well-focused questionnaires. All views and opinions are given serious consideration and acted upon appropriately; this is an outstanding feature. The head teacher regularly discusses various aspects of school life with pupils, including the effectiveness of the school development plan, and pupils confirm that the school takes very good account of their views.
141. The school's detailed plans for improvement and focused priorities are clearly identified in the school development plan, which is a 'pupil friendly' working document with specific and measurable success criteria. The school's improvement cycle is very closely linked to the self-evaluation process and well supported with resources.
142. The school's innovative self-evaluation report is a very well structured and comprehensive document and the result of an extensive self-evaluation process. It clearly identifies the school's strengths and areas for improvement and outlines the evidence to support the judgements and statements made.
143. The school has responded very well to the key issues identified in the previous report and made very good progress since the last inspection. As a result of the rigorous monitoring and outstanding self-evaluation process, pupils' attainment and achievement have improved, the quality of teaching, curricular provision, care and guidance and the leadership and management of the school are good with outstanding features.
144. The inspection team agrees with the judgements made by the school in all of the seven key questions.

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

Grade 1: Good with outstanding features

145. The findings of the inspection team match the judgement of the school in its self-evaluation report.
146. The school has a good supply of teaching staff to support the number of pupils on roll. Teachers are suitably qualified with a rich blend of experience and they have detailed job descriptions, which identify their curricular responsibilities. All members of staff, including support staff, are enthusiastic, committed and work efficiently as a team. The sharing of expertise and the deployment of external specialists are used very effectively to achieve very good standards throughout the school. This is an outstanding feature.
147. A notable strength is the contribution of learning support staff, nursery nurses and volunteers who work extremely well alongside the teaching staff. They

are very well deployed in classrooms, have clearly defined roles and make significant contributions to classroom activities, particularly when supporting children in the Foundation Phase and pupils with additional learning needs and English as an additional language.

148. The school has adopted very effective procedures to manage teachers' planning, preparation and assessment time. The deployment of support staff with specific expertise contributes very well to the development of pupils' skills in history, geography and art. The head teacher monitors the quality of provision to ensure that high standards are maintained. The school uses its resources for workforce remodelling well.
149. The school has very effective arrangements for the continuous professional development of staff and the training programme is successfully linked to the priorities in the school development plan. Many teachers have received funding from the General Teaching Council to undertake personal projects and these initiatives have led to significant improvements in the quality of teaching and learning. This is an outstanding feature of the school's provision.
150. Support staff attend a range of training courses relevant to their specific duties and a number of have received various forms of accreditation. Teachers new to the school receive effective guidance from their mentors and other members of staff who willingly share their experiences and knowledge.
151. The school secretary, midday supervisors, canteen staff, cleaning staff and caretaker perform their duties effectively and efficiently and make an invaluable contribution to the overall quality of the school.
152. The quality and quantity of learning resources are good with outstanding features. Books and other teaching materials are very well organised, easily accessible and deployed very effectively by staff to support teaching and learning and to provide pupils with very good quality experiences. Every classroom has an interactive whiteboard and additional computer facilities. The library has been remodelled and operates very efficiently.
153. The accommodation is good with outstanding features. School buildings are very well maintained and very effective use is made of all available facilities and space.
154. Classrooms and non-teaching areas, including the library and the outdoor Hafod Time-Line area, have very attractive, colourful displays, which create a stimulating, innovative and inspirational learning environment. Very good use is made of the local environment, the community and various educational centres, such as museums and galleries, to support pupils' learning. These are outstanding features of this beacon school.
155. The school makes very efficient, effective and economic use of resources. There is a very good link between spending decisions and the school's priorities. The investments in reading and computer materials have made significant contributions to pupils' standards and achievement in literacy and information and communication technology. The head teacher, governing body and the primary support officer review the use of resources on a regular basis. The school provides very good value for money.

School's response to the inspection

The Governing Body and all members of staff at Hafod Primary School are extremely proud of the report resulting from the recent inspection of the school. To state that Hafod is an 'outstanding school and a beacon of excellence' is extremely rewarding and provides recognition of the excellent relationships, commitment and consistent hard work of all concerned with the school.

To achieve 'grade one: good with outstanding features' in all seven key questions is a tremendous achievement and we believe that it reflects and acknowledges the skill, talent and dedication of the whole staff. The quality of teaching deservedly received acknowledgement since it is significantly above the national figure with many outstanding features.

The inspirational vision and purposeful direction of the head teacher, deputy head teacher and senior management team is acknowledged. In addition, credit is given to all staff who work as an exceptionally close team and contribute significantly to school improvement and pupils' progress. Importantly, the report gives credit to pupils for their very high standards of behaviour and achievement.

We are extremely pleased that inspectors judged the school to be 'truly inclusive', with pupils' welfare and our work with children with additional learning needs and English as an additional language judged to be outstanding features of the school and highly beneficial to our pupils. The quality of provision through an innovative curriculum and the focus which we place on pupils' thinking, reasoning and philosophical skills was commended.

We were delighted that the judgements of the Inspection Team correlated with our own self-evaluation report. The inspection report acknowledges that the school's self-evaluation processes are comprehensive and accurate.

We are very grateful to Dr David Evans and his team for their professionalism and courtesy, which were welcomed by all members of the school community. The head teacher, in her role as nominee, appreciated the care taken by the team to ensure that the inspection process was open, based on evidence and focused on the continued development of the school. The inspection was thorough, rigorous and comprehensive and the subsequent report accurately reflects Hafod Primary School.

The head teacher, staff and governors will ensure that the recommendations, outlined in the report, will be incorporated within the School Development Plan. We will seek to maintain the high standards achieved in recent years whilst maintaining the high quality ethos and culture of our school. All members of the school community and the Local Authority will be informed of our action plan and of our progress in achieving these aims, through the governors' annual report to parents and through the school's review procedures with the Local Authority.

Appendix 1

Basic information about the school

Name of school	Hafod Primary School
School type	Nursery and Primary
Age-range of pupils	2-11
Address of school	Odo Street Hafod Swansea
Postcode	SA1 2LT
Telephone number	01792 461356

Head teacher	Ms. Rachael Webb
Date of appointment	January 2006
Chair of governors/ Appropriate authority	Ms. Beverley Hopkins
Registered inspector	Dr. David G Evans
Dates of inspection	1-3 December, 2008

Appendix 2

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	13.5	26	28	20	30	32	24	31	204.5

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	10	1	10.2

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	18.72:1
Pupil: adult (fte) ratio in nursery classes	7:1
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	27
Teacher (fte): class ratio	1.42:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Summer 2008	73.75	84.1	90.6
Spring 2008	78.3	84.5	88.5
Autumn 2007	78.35	87	91.2

Percentage of pupils entitled to free school meals	36%
Number of pupils excluded during 12 months prior to inspection	2

Appendix 3

National Curriculum Assessment Results End of key stage 1:

National Curriculum Assessment KS1 Results 2008		Number of pupils in Y2:	31				
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher assessment	School	0	10	35	55	0
		National	0	4	14	63	19
En: reading	Teacher assessment	School	0	10	42	48	0
		National	0	4	15	55	26
En: writing	Teacher assessment	School	0	10	35	55	0
		National	0	5	16	68	11
En: speaking and listening	Teacher assessment	School	0	10	22	68	0
		National	0	2	11	63	24
Mathematics	Teacher assessment	School	0	3	29	66	0
		National	0	2	11	65	22
Science	Teacher assessment	School	0	3	18	75	0
		National	0	2	9	66	23

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment

In the school	57%	In Wales	80.7%
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D Pupils who have been disapplied from the statutory arrangements

W Pupils who are working towards level 1

National Curriculum Assessment Results End of key stage 2:

National Curriculum Assessment KS2 Results 2008		Number of pupils in Y6	27								
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	0	0	0	20	57	23
		National	0	0	0	0	1	3	16	51	29
Welsh	Teacher assessment	School									
		National									
Mathematics	Teacher assessment	School	0	0	0	0	0	0	23	50	27
		National	0	0	0	0	1	3	15	51	30
Science	Teacher assessment	School	0	0	0	0	0	0	17	63	20
		National	0	0	0	1	0	2	11	54	32

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	76%	In the school	N/A
In Wales	75.5%	In Wales	N/A

D Pupils who are excepted under statutory arrangements from part or all of the National Curriculum

A Pupils who have failed to register a level because of absence

F Pupils who have failed to register a level for reasons other than absence

W Pupils who are working towards level 1

Appendix 4

Evidence base of the inspection

Three inspectors spent a total of seven inspector days in the school. A team meeting was held prior to the inspection. The school accepted the invitation to appoint a nominee, but there was no peer assessor present for the duration of the inspection.

The team inspected:

- 24 lessons or part lessons;
- all classes;
- acts of collective worship; and
- a range of extra-curricular activities.

The inspection team held meetings with:

- staff, governors and parents before the inspection;
- senior managers, teachers, support and administrative staff and groups of pupils during the inspection; and
- staff and governors after the inspection.

The inspection team also considered:

- the school's self-evaluation report;
- 11 parents'/carers' questionnaires, of which 94.21 per cent of responses were positive;
- a comprehensive range of documentation provided by the school before and during the inspection; and
- a variety of current and past pupils' work.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Dr. David G Evans, Registered Inspector	Context, Summary and Recommendations. Key Questions 1, 2a, 4 and 5
Mr. R. Ogwyn Phillips, Team Inspector	Key Questions 2b, 3, 6 and 7
Mr. Ivor Petherick, Lay Inspector	Contributions to Key Questions 1, 3, 4 and 7
Ms. Rachael Webb, Nominee and head teacher	Attending meetings and supplying information

Contractor:

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Acknowledgement:

The inspection team would like to thank the governors, head teacher, members of staff and pupils for their co-operation and courtesy throughout the inspection.