



Estyn

Arolygiaeth Ei Mawrhydi Dros Addysg
A Hyfforddiant yng Nghymru
Her Majesty's Inspectorate
For Education and Training in Wales



BUDDSODDWR MEWN POBL
INVESTOR IN PEOPLE

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

**Hendredenny Park Primary School
Groeswen Drive
Caerphilly
CF83 2RL**

Report by H M Inspectors

School Number: 676/2338

Date of Inspection: 12-14 November 2003

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Hendredenny Park Primary School was inspected as part of a national programme of school inspection. The purpose of the programme 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 pupils. The inspection of all schools within a six-year cycle is also designed to give parents more information about their child's school.

The school was inspected under new arrangements, which will be used for the inspection of all schools in Wales, from September 2004. The inspection arrangements included:

- the use of a new inspection framework;
- an emphasis on the school's own evaluation of its work;
- a representative from the school staff who worked with the inspection team as a nominee; and
- the inspection of the six areas of learning for children under-five and English, design technology, history, music and physical education of the National Curriculum for pupils in key stage 1 and key stage 2.

Before the inspection, governors and staff produced a self-evaluation report that included their judgements on the work of the school. Inspectors used this report to choose areas to examine in order to confirm the accuracy of the school's judgements.

The inspection took place between 12 November 2003 and 14 November 2003. A team of Her Majesty's Inspectors, from Estyn, a statutory body independent of, but funded by, the Welsh Assembly Government, undertook the inspection. Mrs W. Young, HMI, led the inspection team.

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

Grade descriptions

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 |

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 this 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.

Year groups and key stages

Since 1989, schools have used a system of numbering year groups from the start of compulsory schooling to age 18 that eases communication among schools, governing bodies, parents and LEAs and emphasises 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 (Year 1) is applied to the year group of pupils who attain the age of 6 during the academic year and so on to Year 13, the year group who attain the age of 18 during the academic year:

	R	Y 1	Y 2	Y 3	Y 4	Y 5	Y 6	Y 7	Y 8	Y 9	Y 10	Y 11	Y 12	Y 13
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 1 of the national curriculum consists of Year 1 and Year 2; key stage 2 of year 3 to year 6; key stage 3 of year 7 to year 9; key stage 4 of year 10 and year 11 (which is the final year of compulsory education).

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Context

The nature of the provider

Hendredenny Park Primary School, with 211 pupils aged 3 to 11 years of age, is situated on the outskirts of Caerphilly. The school serves the residential area of Hendredenny. A minority of pupils, whose parents have expressed a preference for the school, come from other areas. The school reports that the area from which pupils are drawn is relatively advantaged and prosperous; four per cent of pupils are entitled to free school meals. This is much lower than the local education authority's average of 21% and the all-Wales average of 19% of pupils entitled to free meals. Around 7% of pupils have special educational needs (SEN), including three pupils with statements of special educational need. Almost all pupils' home language is English. The entry of children into the nursery is controlled and administered by Caerphilly County Borough Council (the local education authority).

The school's aims include:

- helping children to accept responsibility and respect and tolerate the ideas and beliefs of others;
- developing children's knowledge and skills in language and literacy, mathematics and in using information and communications technology (ICT); and
- providing a safe, secure, caring and happy school and the climate for effective teaching and learning.

The school's major priorities and targets for 2002-2004 include:

- improving higher order reading skills;
- improving the match of work to pupils' abilities in mathematics;
- achieving the 'Quality Mark'; and
- installing and using interactive whiteboards and other ICT equipment.

The school was last inspected in 1998. Since that time, some classrooms have been extended, areas of the school grounds have been developed and a new demountable classroom has replaced older accommodation, which continues to be used by the school. At the time of the inspection, four of the eight teaching staff were either on long or short-term absence from the school. Four supply teachers taught their classes.

Summary and recommendations

Hendredenny Park Primary School is a good school, which has maintained good standards since the last inspection. The inspection team agreed with the judgements made by the school about the standards pupils achieve and with most of the school's judgements about other areas of its work.

Table of grades awarded

The inspection team judged the school's work as follows:

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

Standards

Overall, pupils' standards of achievement in the areas of learning and subjects inspected are as follows:

Pupils' standards of achievement	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	11%	65%	24%	0%	0%

Pupils' standards of achievement in lessons are well above the Welsh Assembly Government's all-Wales targets for 95% of standards to be satisfactory and 50% to be good.

The overall quality of the educational provision for the under-fives is appropriate to their needs and children make very good progress towards the Desirable Outcomes for Children's Learning.

The standards of achievement of children under-five are as follows:

Areas of learning	Under-fives
Language, literacy and communication	Grade 1
Personal and social development	Grade 1
Mathematical development	Grade 1
Knowledge and understanding of the world	Grade 1
Creative development	Grade 1
Physical development	Grade 1

In key stage 1 and key stage 2, in the subjects inspected, the standards of achievement are as follows:

Subjects	Key stage 1	Key stage 2
English	2	2
Design technology	3	2
History	2	2
Music	3	3
Physical education	2	2

Pupils' standards and progress in the key skills of speaking, listening, reading, writing, numeracy and using information and communications technology (ICT), across the curriculum, are good. They make good use of their key skills in all subjects. Pupils listen carefully and speak clearly. They read accurately to obtain information and use their writing skills well for a variety of purposes. Pupils make good use of their numeracy skills to measure and calculate accurately, for example, in design technology. Pupils use ICT confidently to support their learning, such as to present information and communicate ideas in history.

In 2003, the standards achieved by pupils in end of key stage 1 teacher assessments in English, mathematics and science were well above local averages and well above national averages in English and mathematics. Results in the core subjects were lower than average when compared with similar schools across Wales but were much higher in 2002.

In key stage 2, in 2003, pupils' attainments in English, mathematics and science were well above local and national averages. Results were above average in mathematics and science and just below average in English, when compared with similar schools across Wales. Results were much higher in 2002 when pupils' attainments in English and science were well above average when compared with similar schools in Wales.

Pupils' attitudes to their learning, the interest they show in their work and their ability to sustain concentration are outstanding features. Almost all pupils work hard in lessons, readily join in the range of activities provided, and show enthusiasm for their work. Pupils' awareness and understanding of the strengths and weaknesses in their work and what they need to do to improve is developing very well. This is a strength of the school.

Almost all pupils are very well behaved and the oldest are developing into mature young citizens. They move around the school in an orderly manner and exercise a high degree of self-discipline. This responsible attitude has a positive effect on the progress they make in lessons.

Most pupils have a clear understanding of what is expected of them and they are considerate and courteous. They relate very well to each other and adults. Throughout the school, pupils respect the diversity of beliefs, attitudes and social and cultural traditions of others. The oldest pupils have a mature and thoughtful response to issues of diversity within society.

The quality of education and training

The quality of teaching in the subjects and areas of learning inspected	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	17%	47%	32%	4%	0%

The percentage of good lessons is just above the Welsh average and the percentage of very good lessons is well above the Welsh average. This represents an improvement since the last inspection. In the best lessons, there are clear introductions, challenging activities for pupils and relevant conclusions to reinforce learning. Good quality questioning encourages pupils to explain their thinking. This helps them to understand and improve their work.

A comprehensive whole-school system of assessment tracks pupils' progress over time. However, the system is not sufficiently matched to National Curriculum levels. School portfolios, to show the levels pupils achieve at different stages, are underdeveloped. Reports to parents do not fully meet the Welsh Assembly Government's statutory requirements.

The school responds well to pupils' learning needs and provides equal access to a broad and balanced curriculum. There is good provision for pupils' personal and social education. Pupils also benefit from opportunities to participate in a wide range of extra-curricular activities.

The quality of teachers' medium and short-term planning is good. However, not all schemes identify continuity and progression for learners throughout the school. There is variation in the planning for key skills and no whole-school policy to help ensure a consistent approach to these.

Learning experiences promote pupils' spiritual, moral, social and cultural development very well. As a result, pupils have a clear sense of right and wrong, take responsibility for their actions and care for the school and its environment. Collective worship makes a good contribution to pupils' understanding of moral issues and helps them to respect truth and justice. Although it is a statutory requirement, the school does not have a race equality policy.

The arrangements for learning support, including the enhancement programme and withdrawal sessions, are strong features of the school's provision. This support helps to meet the additional learning needs of all pupils, including those with special needs and pupils who are gifted and talented.

As a result, most pupils are making sound progress in their learning. Most pupils attend school regularly and punctually. However, a number of families often take two or three holidays during term time. This absence can adversely affect pupils' progress. A few pupils frequently arrive late at the start of the school day. They miss important parts of their lessons and interrupt the orderly start to the school day.

Links with parents, the community and schools are effective. The majority of parents are very supportive and have good relationships with the school. Some details in the school prospectus, the governor's annual report to parents, the home-school agreement and annual reports to parents do not fully meet statutory requirements.

The general safety and well being of pupils is a priority in the school. Good day-to-day procedures and careful and comprehensive risk assessments are carried out. However, there is a lack of clear, well-documented policies to underpin the school's good practice in this area and ensure that procedures are known to all and can be continued at all times.

Leadership and management

The quality of leadership shown by the head teacher is very good. His management is purposeful and he gives a clear sense of direction to the school's work. Shared aims and values, which promote equality for all, are well reflected in the work of the school. The school's ethos is one based on mutual trust and understanding.

Despite the absence of a number of teachers, the school has continued to function smoothly. In most respects, the focus on raising standards and improving provision has been maintained.

The governing body is very supportive, well informed and involved in the life of the school. Governors help to set strategic direction but are at an early stage in regularly monitoring the quality of provision and benchmarking the successes of the school in the wider national picture.

The leadership and management role of the deputy headteacher is underdeveloped as part of the senior management team. This is identified as an area needing development in the school development plan.

The headteacher, governors and staff are committed to improving standards. There is an effective self-critical culture in the school with all staff involved in the self-evaluation process. The school has made good progress since the last inspection. The targets in the action plan, which addresses the key issues from the previous inspection, have been met.

The overall provision of staffing, accommodation and resources is good. Pupils are well supported by qualified and experienced staff who are effectively deployed. Despite improvements to the accommodation, most classrooms tend to be small and space is limited, particularly in the ICT room.

The school manages its resources efficiently. Decisions about spending are well matched to the school's priorities. Overall, the school achieves good value for money.

Recommendations

In order to improve the school in the areas inspected, the staff and governing body need to:

- 1 raise standards in design technology in key stage 1 and in music in both key stages;
- 2 further develop the whole-school system of assessment in order to improve the accuracy and consistency of teacher assessment;
- 3 continue to develop whole-school planning, including planning for the key skills;
- 4 continue to improve the leadership and management role of the deputy headteacher as set out in the school development plan; and
- 5 address the statutory obligations identified in the report, in order to meet the Welsh Assembly Government's requirements.

Standards

Key question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings

Overall, the findings of the inspection team match the judgement made by the school in the self-evaluation report.

Pupils' standards of achievement	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	11%	65%	24%	0%	0%

The overall quality of the educational provision for the under-fives is appropriate to their needs and children make very good progress towards the Desirable Outcomes for Children's Learning. Baseline assessments indicate that attainment on entry is above average for many children. The standards of achievement of children under-five are as follows:

Areas of learning	Under-fives
Language, literacy and communication	Grade 1
Personal and social development	Grade 1
Mathematical development	Grade 1
Knowledge and understanding of the world	Grade 1
Creative development	Grade 1
Physical development	Grade 1

In key stage 1 and key stage 2, in the subjects inspected, the standards of achievement are as follows:

Subjects	Key stage 1	Key stage 2
English	Grade 2	Grade 2
Design technology	Grade 3	Grade 2
History	Grade 2	Grade 2
Music	Grade 3	Grade 3
Physical education	Grade 2	Grade 2

Pupils with special educational needs make sound progress and achieve the targets set for them.

Pupils' standards and progress in the key skills of speaking, listening, reading, writing, numeracy and using information and communications technology (ICT), across the curriculum, are good. Pupils make good use of their key skills in all subjects. They listen carefully and speak clearly, read accurately to obtain information and use their writing skills well for a variety of purposes. Pupils make good use of their numeracy skills to measure and calculate accurately, for example, in design technology. Pupils use ICT confidently to support their learning, such as to present information and communicate ideas in history.

At the end of key stage 1, in 2003, pupils' attainment in the National Curriculum core subjects of English, mathematics and science were well above local averages and well above national averages in English and mathematics. Results in the core subjects were lower than the average when compared with similar schools across Wales although were much higher in 2002. There are no significant differences in the performance of boys and girls.

In key stage 2, in 2003, pupils' attainment in the National Curriculum core subjects of English, mathematics and science were well above local and national averages. Results were above average in mathematics and science and just below average in English, when compared with similar schools across Wales. Results were much higher in 2002 when pupils' attainments in English and science were well above the average for similar schools in Wales. There are no significant differences in the performance of boys and girls although, overall, boys tend to do better than girls.

Pupils' attitudes to their learning, the interest they show in their work and their ability to sustain concentration are outstanding features. Almost all pupils work hard in lessons, readily join in the range of activities provided, and show enthusiasm for their work.

Almost all pupils are very well behaved and the oldest are developing into mature young citizens. Despite a number of cramped areas in the school, they move around in an orderly manner and exercise a high degree of self-discipline. This responsible attitude has a positive effect on the progress they make in lessons. Most pupils have a clear understanding of what is expected of them and they are considerate and courteous. They relate very well to each other and adults.

Throughout the school, pupils' understanding of equal opportunities issues is developing well. They have respect for the diversity of beliefs, attitudes and cultural traditions within society. The oldest pupils give mature and thoughtful responses to issues of diversity within society. Visits into the local community, and to places of interest linked to the workplace help to broaden pupils' understanding of their community and the world of work.

Throughout the school, pupils' awareness and understanding of the strengths and weaknesses in their work and what they need to do to improve develops very well. This is a strength of the school. By the end of key stage 2, the oldest pupils are able to evaluate their written work against marking criteria and identify what they have to do to achieve higher standards.

The average attendance for the three terms before the inspection was 94%. Most pupils attend school regularly and are punctual at the start of the school day. However, a substantial number of families often take two or three holidays during term time. This absence can adversely affect pupils' progress. The school correctly records this type of absence as unauthorised. Despite the school's efforts, a few pupils frequently arrive late at the start of the school day. As a result, these pupils miss important parts of their lessons and interrupt the orderly start to the school day.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

Overall, the findings of the inspection team match the judgement made by the school in the self-evaluation report.

In the lessons observed, the quality of teaching was judged as follows:

The quality of teaching in the subjects and areas of learning inspected	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	17%	47%	32%	4%	0%

The quality of relationships in the classroom is very good. Teachers create a purposeful working atmosphere and keep pupils focused and the work moving at an appropriate pace. They use good strategies to challenge pupils to achieve their best.

In the majority of cases, lessons are well planned with clear learning objectives shared with pupils. In the best examples, there are clear introductions, challenging activities for pupils and relevant conclusions to reinforce learning. Good quality questioning encourages pupils to make appropriate responses, explain their thinking and this helps extend their understanding of the work.

Teachers' medium and short-term planning is of a good quality. Planning for the under-fives is appropriate.

Teachers have sound subject knowledge and use an appropriate range of teaching strategies and resources, which help to maintain pupils' interest, and ensure that equal opportunity is offered to all.

Positive reinforcement of pupils' success during lessons helps pupils to understand their achievements and what they need to do next. Marking of pupils' work is conscientious and, in the best practice, includes comments that explain how pupils' can improve their work.

Targets for improvement are set for each pupil and each year group. Generally, these targets are used well to make sure pupils make progress over the year and key stage. Teachers provide good opportunities for pupils to evaluate their work and comment on how they can improve it.

A comprehensive whole-school system of assessment tracks pupils' progress over time. This process includes using results from a range of national and standardised tests. The information is used to promote higher standards, such as when teachers share information about pupils' progress before they move up to the next class. The key stage 2 test results are carefully analysed and used to inform teaching the following year.

The school's system of recording pupils' achievements is not sufficiently matched to National Curriculum levels. School portfolios to show the levels pupils achieve at different stages are under-developed. This has led to some inaccuracy in teacher assessment in science in key stage 1.

Annual reports to parents on their child's progress do not fully meet statutory requirements; information on pupils' attendance is not reported as required. Many reports do not advise parents enough about how they can help their child.

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

Grade 3: Good features outweigh shortcomings

The findings of the inspection team do not match the judgement of grade 2 made by the school in the self-evaluation report.

The school responds well to pupils' learning needs and provides equal access to a broad and balanced curriculum. The recent extension of provision in physical education has contributed to pupils' higher standards in this subject.

The arrangements for learning support, including the enhancement programme and withdrawal sessions, are strong features of the school's provision. This support helps to meet the additional learning needs of all pupils. This includes pupils with special needs, those who would benefit because they are not achieving as much as they could, and pupils who are gifted and talented. As a result, most pupils are making sound progress in their learning.

Pupils benefit from equal opportunities to participate in a wide range of extra-curricular activities, including sports clubs, the school choir and an ICT club for older pupils. A large number of pupils engage in these activities and gain valuable knowledge and skills, such as using the computer to produce the school newsletter.

Learning experiences promote pupils' spiritual, moral, social and cultural development very well. As a result, pupils have a clear sense of ownership and responsibility to the school and its environment. Collective worship makes a good contribution to pupils' understanding of moral issues and helps them to respect truth and justice.

Overall, the school makes good provision for pupils' personal and social education. An imaginative drama programme is used to deliver aspects of the personal, health and social education programme. This programme deals very well with issues such as bullying.

Links with parents are effective. A number of parents are involved in supporting school activities. An active School Association raises funds and supports the school in a variety of ways, such as helping with repairs. The majority of parents are very supportive and have good relationships with the school. In the questionnaires and in the meeting before the inspection, most parents expressed strong satisfaction with the standards achieved by their children and the values promoted by the school.

Partnerships with local industry and the community have helped to improve the learning environment and enabled pupils to gain a better understanding of the importance of sustainable development. For example, the infant play area has been developed through projects with a local college. Pupils helped to design the area and choose appropriate materials.

Some teachers have undertaken relevant industrial placements and others have made visits to other schools to share good practice. The school takes an active part in many local events. The local environment is used to enhance the curriculum, such as in history.

Schemes of work are of a variable standard and stage of development. Not all schemes identify continuity and progression for learners throughout the school. There is variation in the planning for key skills and no whole-school policy to ensure a consistent approach.

Communication with parents is not always fully effective and some details in the school prospectus and the governor's annual report to parents, do not meet statutory requirements. These omissions include, for example, details about school security, the content and organisation of sex education in the school and a summary of targets for the coming three years.

The school does not have a race equality policy. This is a statutory requirement.

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

Grade 2: Good features and no important shortcomings

Overall, the findings of the inspection team do not match the judgement of grade 1 made by the school in the self-evaluation report.

Learners are well cared for, guided and supported. Support programmes are carefully integrated into the school's work so that they meet the needs of learners and ensure equality of opportunity.

The provision for learners with special needs is good. Systems are in place for the early diagnosis of special needs and early intervention where needed. Teachers and support staff, including mid-day supervisors, work closely together to ensure continuity of support. Pupils are only withdrawn from mainstream classes for a minimum time to ensure their full inclusion in school. Parents help with planning to meet their child's needs and with monitoring their child's progress.

The withdrawal and enhancement programmes give additional support for pupils at all stages and with varying needs, including those who could make faster progress, pupils who may be gifted or talented and those who would benefit from a boost to improve specific skills. Pupils' progress is carefully tracked and pupils move onto and off the programmes according to their needs. These programmes are strong features of the school that contribute effectively to raising pupils' achievements.

The school ensures that all pupils have equal opportunities to participate in school activities. For example, out-of-school clubs have membership of both boys and girls and cover a range of interests. Activities take place both before and after school to widen access for pupils.

Induction programmes for nursery children are very good and enable parents to share in their child's first experiences of school. The procedures enable children to settle in at their own pace. Pupils who have joined the school at a later stage have settled well and feel welcome and supported by teachers and their peers.

The general safety and well being of pupils is a priority in the school. There is an effective policy and sound procedures for child protection. Staff and pupils have an appropriate awareness of health and safety. Good day-to day procedures are in place for meeting the needs of pupils who are unwell or who have had an accident. Careful and comprehensive risk assessments are carried out for the major activities in the school, including educational visits and pupils' use of resources.

There is a lack of clear, well-documented policies to underpin the good practice that exists and ensure that procedures are known to all and could be continued at all times, for example, during the absence of key members of staff. There is no policy for attendance and racial equality.

The school's behaviour policy and the equality of opportunity policy are out of date and do not reflect the good practice in these areas. As a result, the school is not able to monitor and assess the impact of these policies, especially on attainment levels.

Leadership and management

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

Grade 2: Good features and no important shortcomings

Overall, the findings of the inspection team match the judgement made by the school in the self-evaluation report.

The quality of leadership shown by the head teacher is very good. His management is purposeful and he gives a clear sense of direction to the school's work. Shared aims and values, which promote equality for all, are well reflected in the work of the school. The school operates in an environment based on mutual trust and understanding.

The school takes good account of national priorities. Recent initiatives, such as the enhancement programme, are helping more pupils to achieve higher standards. The development of a school council and a sports council is helping pupils to contribute to and influence directly the decisions that affect them. These councils help pupils to have more involvement in wider aspects of school life as well as contributing to their understanding of citizenship.

Self-evaluation and target setting are well developed in the management structures of the school. Subject co-ordinators monitor and evaluate their areas of responsibilities and share their findings with colleagues. Development planning is appropriately undertaken in the light of the school's needs.

The effective staff appraisal system promotes teachers' continuous professional development and helps to improve the quality of the school's provision. The school has been accredited with 'The Investors in People' award.

Despite the absence of a significant number of teachers over varying periods, the school has continued to function smoothly. In most respects, the focus on raising standards and improving provision has been maintained. Supply teachers have been well supported by the school's management structures that have enabled them to act effectively.

The governing body is very supportive, well informed and involved in the life of the school. Many governors have been recently appointed and most have received training from the local education authority. Governors help to set strategic direction and have begun to monitor the quality of provision and the standards pupils achieve.

The leadership and management role of the deputy headteacher, as part of the senior management team, is underdeveloped. This is identified as an area needing improvement in the school development plan.

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

Grade 2: Good features and no important shortcomings

Overall, the findings of the inspection team match the judgement made by the school in the self-evaluation report.

The headteacher, governors and staff are committed to improving standards. All staff are involved in the self-evaluation process. In some areas, the views of pupils and parents have also been taken into account. Governors have monitored the work of the school in literacy and numeracy. Despite staff absence, in most respects, the role of the subject leader, in monitoring and evaluating work, has continued to develop.

The long-term school development plan is a comprehensive planning document clearly setting out the school's major and minor priorities. The plan is carefully costed and includes time schedules and success criteria.

A detailed analysis is made of a range of pupils' assessment test results, including the results of baseline tests in reception and National Curriculum tests in key stage 2. The school has made good use of this analysis to improve teaching and learning and, in particular, to target support for pupils who are capable of achieving more.

Performance management is beginning to have a good impact on the school. The headteacher is purposefully leading a self-critical culture that is contributing to the identification of professional needs of all staff.

The self-evaluation report, produced by the school before the inspection, is concise and clear. It identifies strengths and areas where improvements are needed. In most respects, the inspection team agreed with the school's identification of its strengths and areas for improvement. Overall, the inspection team agreed with the judgements made by the school in five of the seven key questions.

The school has made good progress since the last inspection. The key issues have been addressed well.

The school development plan does not include enough quantitative targets that would help to measure the success of work in terms of pupils' standards of achievement.

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

Grade 2: Good features and no important shortcomings

Overall, the findings of the inspection team match the judgements made by the school in the self-evaluation report.

Throughout the school, pupils are well supported by qualified and experienced staff who are effectively deployed. Part-time support teachers provide high-quality support for pupils with SEN as well as for other pupils who need extra challenges in their work. During the inspection, supply teachers taught four of the eight classes. The procedures for their induction are very good.

The school administrator carries out the daily routines and a range of other responsibilities efficiently and effectively.

Overall, there is just adequate accommodation for the number of pupils on roll. The areas for nursery and reception children are of a good size and the under-fives play in a safe, secure outdoor area that helps to promote their physical development. Most classes are housed in the well-maintained main building and the oldest pupils use a new demountable classroom. Both the school and the community make use of an older demountable building nearby. The school has recently developed an ICT room with networked computers. The school is steadily improving access to the building for disabled persons.

Throughout the school, colourful displays in classrooms and shared areas celebrate pupils' achievements and provide a cheerful, learning environment.

The school has a well-kept range of grassed and hard surface outdoor play areas, some of which have safety covering. A field for sports and games is under construction.

The quality and quantity of resources for the teaching of the under-fives and for the subjects inspected is good overall. In particular, pupils are making more and better use of the recently developed and improved junior library to find information. The ICT room and plentiful resources for design technology and music help to support learning and contribute to the raising of standards of achievement. Pupils also benefit from a good range of educational visits to support their learning.

Spending decisions are well matched to the school's priorities. Investments in ICT and the school's enhancement programme to support pupils of all abilities match the school's objectives in the school development plan. Overall, the school achieves good value for money.

Despite improvements over recent years, and the efforts of staff to make the best use of available space, classroom space is limited. In particular, pupils in the year 2 and year 5 classrooms are not able to move around, as they should. Although pupils act sensibly, some entrance areas become very congested. There is very limited storage space.

The ventilation and size of the ICT room are inadequate when whole classes use it. During the inspection, small amounts of rainwater leaked through the ventilation system, creating a potential safety hazard. This was drawn to the attention of the headteacher.

Standards achieved by pupils in subjects and areas of learning

The under-fives

Grade 1: Good with outstanding features

The overall quality of the educational provision for the under-fives is appropriate to their needs and children make very good progress towards the Desirable Outcomes for Children's Learning.

Good features

Language, literacy and communication

In the nursery, children's listening and speaking skills are very good. They listen carefully and speak confidently about their own experiences. Children know and enjoy a range of songs and rhymes. They handle books correctly and know that words and pictures have meaning. They are able to experiment with mark making, drawing and writing. Many children use recognisable letters to write their name.

In the reception class, children readily ask questions and respond well to adults. They make up their own stories and enjoy retelling familiar favourites. Children can recognise letters and identify sounds. They enjoy and make progress in reading independently. Most children have good pencil control and enjoy writing. They use a combination of words and detailed pictures to convey meaning.

Personal and social development

In the nursery, children are developing good relationships with adults and other children, showing respect and care. They know routines and are confident and eager to explore new learning situations. They respond positively to new cultural experiences and are beginning to understand and use a range of Welsh words and phrases.

In the reception class, children are confident in carrying out their daily activities. They are keen learners and are able to concentrate and persevere until their task is completed. They take responsibility for their personal hygiene. Children work and play well together, take turns and cooperate well.

Mathematical development

In the nursery, children sing number songs and rhymes and correctly join in the actions. They can count objects and many understand numbers to five and beyond.

In the reception class, children use numbers as part of their daily routines. They are able to count up to 30 and confidently count up to, and back from, 20. Children enjoy mathematical games and can identify numbers that are one or two more or less than others. They can identify figures and correctly write numbers to record their work.

Knowledge and understanding of the world

In the nursery, children understand that people celebrate events in different ways. They talk knowledgeably about the jobs that people do. They can identify birds and animals and know a number of interesting facts about them.

In the reception class, children confidently recall their experiences. They are beginning to develop an idea of time and talk about events in the past. They use the computer confidently and have good co-ordination and control of the mouse. Most children can change programs, create images on the screen and print out their work.

Creative development

In the nursery, children can paint and print using a variety of tools. They make choices about the colours they use and experiment with mixing colours. They know a range of songs and can play instruments.

In the reception class, children are developing their skills of observation and are able to comment on their own work and that of others. They use a variety of materials and make choices about colour and medium.

Physical development

In the nursery, children use a range of toys and equipment with increasing control and select small tools appropriately for use. They demonstrate a range of skills, such as when they tidy away play equipment.

In the reception class, children have good spatial awareness and can experiment with balancing. They are developing good skills of control and accuracy using a range of small equipment, such as bats and balls.

Shortcomings

There are no discernible shortcomings.

English

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

Pupils of all ages are attentive in lessons. They listen purposefully to the teacher and to the contributions of other pupils. They respond well to questions showing interest and understanding, which promotes and extends their learning.

Pupils speak coherently and confidently and respond very well to a range of stimuli. In key stage 1, most pupils share their ideas and opinions with enthusiasm. They use appropriate vocabulary when explaining their work. In key stage 2, pupils participate well in lessons. They speak fluently and confidently and sustain conversations. They ask relevant questions and contribute their own ideas.

In key stage 2, older pupils are confident when engaging in drama activities. Most pupils speak with expression and perform well in front of an audience adjusting their style of speaking to formal and informal situations.

Pupils of all ages enjoy reading. This positive attitude has a significant impact on standards, which are good in both key stages.

In key stage 1, the majority of pupils read common words with ease and are developing a suitable range of strategies to help them tackle new words and make sense of what they read. By the end of the key stage, most pupils read confidently with increasing accuracy and understanding. More able pupils use punctuation to read with expression.

In key stage 2, pupils' reading skills continue to develop very well. The majority of pupils read fluently, accurately and can use cues to work out the meaning of unfamiliar words. Most pupils talk about books and authors in an informed manner. They can use dictionaries and locate information from different sources, including reference books and the Internet.

In key stage 1, most pupils progress well in learning to form letters, space words and write simple sentences. By the end of the key stage, most pupils are able to structure simple stories successfully, use a widening vocabulary and spell common words correctly.

In key stage 2, most pupils develop their knowledge of grammar very well. They understand and use standard forms such as nouns and adjectives, as well as a range of punctuation. Older pupils use more complex sentence structures with a widening vocabulary. Pupils' factual writing, including reports, instructions and comprehension skills, are strong features of their work. Many pupils' skills in spelling and handwriting develop well over the key stage.

Shortcomings

In some classes in key stage 2, pupils' planning, drafting and range of imaginative writing is less well developed. As a result, pupils cannot benefit from improving the style and content of their work, which would help them to achieve higher standards.

Design and Technology

Grade 3: Good features outweigh some shortcomings
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Key stage 1

Grade 2: Good features and no important shortcomings

Key stage 2

Good features

In both key stages, pupils use a range of tools appropriately. As they progress through the school, they understand the importance of paying attention to health and safety.

In both key stages, pupils make good quality working models from a wide range of materials. They are able to describe their design ideas and explain the process of making models. Most pupils have good evaluative skills. They can comment on ways they can improve their design brief and working models.

By the end of key stage 2, pupils have well-developed skills and relevant knowledge to plan, design and make models of high quality.

Shortcomings

At the end of key stage 1, pupils' designing and making skills, use of simple mechanisms and materials are not developed well enough.

In some classes in both key stages, teachers give over-prescriptive design briefs that limit pupils' creativity.

In key stage 2, pupils' understanding and use of control technology is less well developed.

History

Grade 2: Good features and no important shortcomings

Key stage 1 and 2

Good features

In both key stages, pupils are developing a widening historical vocabulary and use this well to explain and describe historical events and investigate evidence. They can identify characteristics of particular periods of history and can make comparisons with today. They are aware of local history and historic influences on the local area.

In key stage 1, the youngest pupils are developing chronological awareness. They talk about their own time lines and identify differences in what they could or could not do at different ages.

Older pupils in key stage 1 can offer reasonable suggestions to explain why things happened in a wartime story. They can discuss how artefacts were used and compare the past with their own lives.

In key stage 2, most learners are developing a good sense of chronology and can talk about historical events in context. They make good use of a range of information sources to research information and record their findings in different ways. Older learners are able to research and confidently discuss and present their findings.

Shortcomings

There are no discernible shortcomings.

Music

Grade 3: Good features outweigh some shortcomings	Key stage 1 and 2
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Good features

In key stage 1, the youngest pupils know the names of a range of instruments, can describe the sounds they make and choose suitable ones to make different sound effects. In key stage 2, most pupils handle instruments properly and can maintain a steady beat.

In both key stages, pupils' repertoire of songs and rhymes, including folk songs in English and Welsh, develops well. They can perform songs, such as Old MacDonald's Farm in year 1 and John Brown's Body in year 6, with enthusiasm.

In key stage 2, pupils can experiment with a five-note scale and use the scale for simple songs and accompaniments. They develop their knowledge of musical terms like ostinato.

In both key stages, many pupils listen attentively to their own and others' music. They discuss sensibly how others can improve their performance.

Shortcomings

In both key stages, pupils' recall of previous work is not always secure. Most pupils lack confidence in discussing the use of musical elements such as duration, texture, structure and dynamics.

Across the school, pupils' control over breathing, posture and diction when singing, is not well developed.

Physical Education

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

In both key stages, pupils are aware of the need for rules and safety procedures. By the end of key stage 2, pupils are able to describe the benefits of regular exercise. They know that exercise is important to their health and well being and the effect it can have on their bodies. They also appreciate that taking part in sports activities can be fun and sociable.

In both key stages, pupils can evaluate their own and others' performance very well. They can recognise what is done well and what can be improved. Most pupils offer sensible, sensitive suggestions for refinement.

In key stage 1, pupils respond well to a range of stimuli in dance. They perform with increasing control and sense of rhythm. In their actions, they show sensitivity to the theme.

In key stage 2, in gymnastics, pupils are able to refine basic actions of rolling, travelling and transferring weight into a sequence, which emphasise changes of shape, speed, level and direction.

The wide range of extra-curricular sports activities enhances pupils' skills. In these activities, pupils demonstrate good co-ordination and skills. Older pupils often act as role models and instructors by demonstrating skills and working with younger pupils.

Shortcomings

There are no discernible shortcomings.

Appendix 1

Hendredenny Park Primary School's response to the inspection

Staff and governors have considered the outcomes of the inspection and conclude that they very fairly reflect the work of the school. The judgements and observations of the inspection team largely accord with those made by the school. Further development and improvement will certainly follow as we act on the recommendations made.

The inspection was thorough, wide-ranging and characterised by a wholly professional approach by the team. Care was taken to arrive at very balanced and agreed views with time taken to seek and evaluate further evidence and corroborate judgements where necessary.

The inspection recognised extremely positive elements of pupils' attitudes, behaviour and involvement in their learning. Additionally, the care and support systems that underpin our curricular provision are noted. The skill and dedication of our teachers and the care and talent of support staff are duly acknowledged. Most importantly, the elements that make our school 'different' are made evident.

The focus on standards and attainment recognises clearly those areas in which we are doing well and those that need attention. Key skills, wider reference for benchmark data and tightening procedures are some of the aspects identified and certainly ones, which we feel we can confidently address. Pleasingly, inspectors identified many elements and procedures in the school that will help us address some shortcomings by sharing good practice more widely.

Staff and governors will make certain that, where possible, the recommendations will be addressed within the current academic year. There is a varied challenge; for subjects leaders, senior management, for whole-school involvement and for staff working closely with governors.

At Hendredenny Park Primary School, we are proud of our children and proud of what we are able to achieve in many areas. We recognise that only regular review and reflection, often seeking the 'hard targets' will secure the best for our pupils. Through self-evaluation, we have sought to gain an objective picture of our school. The inspection has contributed significantly in recognising our strengths and identifying clear areas for further improvement and development.

Appendix 2

Basic information about the school

Name of School	Hendredenny Park Primary School
School type	Community
Age -range of pupils	3-11
Address of school	Groeswen Drive Caerphilly
Post-Code	CF83 2RL
Telephone Number	02920 852520
Headteacher	Mr. N. Gannon
Date of appointment	February 1996
Chair of Governors/ Appropriate Authority	Mr A. Heaney
Reporting Inspector	Mrs W. M. Young HMI
Dates of inspection	12 November – 14 November 2003

Appendix 3

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y 1	Y 2	Y3	Y 4	Y 5	Y 6	Total
Number of pupils	11	25	26	30	33	33	30	30	218

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	9	1	9.5

Staffing information	
Pupil:teacher (fte) ratio (excluding nursery and special classes)	25.9:1
Pupil:adult (fte) ratio in nursery classes	11:1
Pupil:adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	26
Teacher (fte) : class ratio	0.93:1

Percentage attendance for three complete terms prior to the inspection					
	N	R	Key Stage 1	Key Stage 2	Whole School
Summer 03	95	94	95	94	94
Spring 03	95	95	95	95	95
Autumn 02	95	91	93	94	93

Percentage of pupils entitled to free school meals	4%
Number of pupils excluded during 12 months prior to inspection	0

Appendix 4

National Curriculum Assessment Results 2003

National Curriculum Assessment KS 1 Results: 2003			Number of pupils in Year 2: 30					
Percentage of pupils at each level								
			D	W	1	2	3	4
English	Teacher Assessment	School	0	0	10	77	13	0
		National	0	4	13	63	20	0
Mathematics	Teacher Assessment	School	0	0	6	67	27	0
		National	0	2	11	63	24	0
Science	Teacher Assessment	School	0	0	10	90	0	0
		National	0	2	10	66	22	0

Percentage of pupils attaining at least level 2 in mathematics, science, and either English or Welsh (first language) by teacher assessment			
In the school:	73	In Wales	79

National Curriculum Assessment KS 2 Results 2003			Number of pupils in Year 6: 29										
Percentage of pupils at each level													
			D	A	N	B	W	1	2	3	4	5	6
English	Teacher assessment	School	0	0	0	0	0	0	0	14	38	48	0
		National	0	0	0	0	0	1	6	16	45	31	0
	Test/Task	School	0	0	0	0	0	0	0	14	38	48	0
		National	0	2	1	1	0	0	5	12	38	40	0
Mathematics	Teacher assessment	School	0	0	0	0	0	0	3	7	52	38	0
		National	0	0	0	0	0	0	4	19	46	30	0
	Test/Task	School	0	0	0	0	0	0	3	7	52	38	0
		National	0	2	1	0	0	0	4	18	42	33	0
Science	Teacher assessment	School	0	0	0	0	0	0	3	7	52	38	0
		National	0	0	0	0	0	0	2	13	49	35	0
	Test/Task	School	0	3	0	0	0	0	3	7	52	38	0
		National	0	2	0	0	0	0	1	9	48	39	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:	86	In the school	83
In Wales:	70	In Wales:	71

- D Pupils who are exempted under statutory arrangements from part or all of the National Curriculum
 A Pupils who have failed to register a level because of absence
 N Pupils who have failed to register a level for reasons other than absence
 B Pupils not entered for tests because they are working outside the level of the test
 W Pupils who are working towards level 1

Appendix 5

The evidence base of the inspection

- A team of four inspectors who were present at the school for 11 inspector days carried out the inspection.
- Pre-inspection meetings were held with parents and the governing body to discuss the life and work of the school.
- 51 questionnaires were completed by parents and carefully analysed.
- Discussions were held with the head and staff with responsibilities, and support staff.
- School documentation and samples of pupils' work were examined.
- 41 lessons or sessions were observed.
- A sample of pupils' work from across the ability range in each year group was examined.
- Inspectors listened to a sample of pupils from each year group reading.
- Discussions were held with pupils about their work and with the School Council about the life of the school.
- Pupils' behaviour was observed during break periods, at lunchtime and at the end and beginning of the school sessions.
- Inspectors attended assemblies and observed extra-curricular activities.
- Post inspection meetings were held with the staff and the governing body.

Appendix 6

Composition and responsibilities of the inspection team

Team member	Responsibilities	Subjects/areas of learning
Mrs W. Young HMI	Context Summary and recommendations Key questions 1, 6 and 7	English Music
Mrs D. Shields Lay Inspector	Contributions to key questions 1,3, 4 and 7	
Mrs B. Meredith HMI	Key questions 3 and 4	Under-fives History
Mr A. Walters AI	Key questions 2 and 5	Design technology Physical education

Acknowledgement

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