

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

A Report on the Quality of Education in

**Hengoed Primary School
Chapel Terrace
Hengoed
Caerphilly
CF82 7JU**

School Number: 6762148

Date of Inspection: 14 October 2008

by

**Robert Stuart Wormleighton
12572**

Date of Publication: 16 December 2008

Under Estyn contract number: 1106508

© Queens Printer and Controller of HMSO 2008: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The copyright in the material must be acknowledged as aforementioned and the title of the report specified.

Copies of this report are available from the school. Under the Education Act 2005, the school must provide copies of the report free of charge to certain categories of people. A charge not exceeding the cost of reproduction may be made to others requesting a copy of the report.

Hengoed 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 Hengoed Primary School took place between 14/10/08 and 16/10/08. An independent team of inspectors, led by Robert Stuart Wormleighton undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a **standard** inspection.

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

Contents	Page
Context	1
Summary	3
Recommendations	7
Standards	8
Key Question 1: How well do learners achieve?	8
The quality of education and training	11
Key Question 2: How effective are teaching, training and assessment?	11
Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?	13
Key Question 4: How well are learners cared for, guided and supported?	16
Leadership and management	20
Key Question 5: How effective are leadership and strategic management?	20
Key Question 6: How well do leaders and managers evaluate and improve quality and standards?	21
Key Question 7: How efficient are leaders and managers in using resources?	22
Standards achieved in subjects and areas of learning	24
English	24
Mathematics	25
History	26
Art	28
Music	29
Physical education	30
School's response to the inspection	
Appendices	
1 Basic information about the school	
2 School data and indicators	
3 National Curriculum assessments results	
4 Evidence base of the inspection	
5 Composition and responsibilities of the inspection team	

Context

The nature of the provider

1. Hengoed Primary School is situated in the village of Hengoed, 2 miles from Ystrad Mynach, in the unitary authority of Caerphilly. Pupil numbers have declined since the previous inspection in November 2002, in line with demographic trends. More pupils than usual join or leave the school at times other than at the start of each academic year. In 2008, for example, forty per cent of year six pupils had not started school in Hengoed's Reception class. The school caters for pupils aged three to eleven who are accommodated in seven classes plus the nursery. Currently there are 171 pupils on roll plus 13 nursery children who, following their third birthday, attend on a part-time basis in the morning. The Head teacher has been in post since just before the previous inspection.
2. The catchment that serves the school is a Communities First Area and is described by the school as having high levels of social disadvantage and economic deprivation. Pupils come to school with a wide range of academic and social attainment, although the attainment of many on entry is well below the Local Authority (LEA) and National averages.
3. Forty-three percent of pupils claim their entitlement to free school meals, which is well above the LEA and Wales average of twenty-one percent. Ninety-nine percent of pupils come from English speaking homes; no pupils have Welsh as their first language and one percent is learning English as an additional language. Seventy-five pupils (42 per cent) have been identified as having special educational needs. This figure is well above the LEA average. There are five pupils for whom a statement of special educational need has been drawn up.
4. The school has been awarded the All Wales Quality Mark for Physical Education; the Basic Skills Agency's Award for the second time, has received the Healthy Schools Award on two occasions and is a Green Flag Eco-school.

The school's priorities and targets

5. The school has identified the following as its main areas for development:

Curriculum Targets

By addressing the issues raised by school self-evaluation to:

- Improve standards of handwriting, presentation and library skills
- Improve standards of mathematics
- Improve standards in physical education
- Improve the use of sketchbooks in art to develop pupils' evaluation skills.

Whole School Targets

- Improve the analysis of assessment data and the use of this information in planning
- Increase the level of peer/ self-assessment by pupils
- Further implementation of New Foundation Phase curriculum and Curriculum 2008 for key stage 2
- Further develop the role of the subject leader in monitoring their subject area and contributing to overall development planning
- Improve and increase communication with all stakeholders of the school in response to parental questionnaire outcomes.

Premises Targets

- Improve security and protection from weather by a programme of fire door replacement
- Improve internal decoration of the school, beginning a rolling programme of painting and replacement of furniture and flooring
- Improve school grounds to make it suitable for use as a 'Forest Schools' provider.

Summary

6. Hengoed Primary School is a good school with no important shortcomings. The way pupils are cared for, guided and supported is an outstanding feature of the school. The way the school caters for the large number of pupils with special educational needs and the progress they make is a significant factor in this.
7. Progress since the previous inspection is good. The school has successfully addressed the key issues noted in the last inspection report and improvements are evident in all areas.

Table of grades awarded

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

Grades for standards in subjects inspected

Inspection Area	Key Stage 1	Key Stage 2
English	2	2
Mathematics	2	2
History	2	2
Art	2	2
Music	2	2
Physical education	2	2

8. During the inspection, standards of achievement in the lessons observed were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
3.3%	80%	16.6%	0%	0%

9. Children's attainment on entry to Nursery is well below the expected LEA and national averages. The overall quality of the educational provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Foundation Phase outcomes.
10. Pupils including those with additional learning needs achieve their agreed learning targets, cope well with the work that is set for them and make good and at times very good progress.

11. Overall, pupils achieve good standards in the development of their key skills. Their communication skills of speaking, listening and reading and their numeracy and information and communication technology skills are good. However in key stages 1 and 2 their writing skills across the curriculum and bilingual competence are underdeveloped.
12. In 2008 statutory assessment results at the end of key stage 1 in English, mathematics and science were below the national average. When compared with similar schools (those with approximately the same percentage entitled to receive free school meals), results were in the top 50 per cent for each core subject. At the end of key stage 2 in 2008 statutory assessment results were equal to the national average in English and above the national average in mathematics and science. When compared to similar schools results placed the school just below the top 25 per cent in each core subject. An analysis of the rolling figures over the past few years shows that overall the school is making good progress in both key stages.
13. Pupils' understanding of new knowledge and their progress in acquiring new skills have good features that outweigh shortcomings. Many pupils have a good understanding of what they have been taught but are less clear about what they need to do to improve. Their capacity to work independently is underdeveloped.
14. Pupils' personal, moral and social education, is good overall. Pupils' attitudes are good and they show empathy with those less fortunate than themselves. They demonstrate a good standard of behaviour throughout the school day. While a very few pupils have a tendency to behave inappropriately during lessons, any such instances are dealt with effectively.
15. Attendance is below the national average. The rate of unauthorised attendance including those taken out of school for holidays is high and the number of late arrivals at the beginning of the school day adversely affects the learning of these pupils.

The quality of education and training

Grades for teaching

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
8%	72%	20%	0%	0%

16. The working relationships within classes are very good. The majority of teachers have good subject knowledge and provide good and sometimes excellent role models and all pupils are treated equally. The teaching and support of pupils with specific learning needs and behaviour problems is outstanding.
17. When teaching is outstanding teachers use highly effective questioning techniques to challenge pupils' thinking. Tasks are purposeful and presentations are well planned and independent learning is promoted. When

teaching is good lessons have brisk pace, objectives are shared and reinforced, a wide range of teaching methods and learning styles are used and pupils are well supported. Where there are shortcomings in teaching the pace is too slow, introductions too long and there is too much use of work sheets that do not challenge pupils sufficiently.

18. The quality of the school's assessment, recording and reporting procedures is good and has improved since the previous inspection. Assessment is regularly undertaken in order to track progress and inform the next steps in teaching and learning. However, not all staff use and analyse assessment information in detail.
19. Individual targets are set and pupils' work is marked regularly, often with encouraging remarks, but they do not always offer specific guidance on what pupils have to do to improve.
20. The school responds effectively to the learning needs and interests of pupils. The provision is socially inclusive and ensures equal access and effective support for all pupils.
21. Learners' experiences are broadened and enriched through the provision of a wide range of interesting and enjoyable additional experiences both within the school and off-site. These have a positive impact on pupils' knowledge and understanding across the curriculum.
22. Pupils' moral, social and cultural development is promoted well through a variety of learning experiences. The school promotes sound values and moral issues are given prominence in curricular and extra-curricular learning experiences.
23. There is a good partnership with parents, the community and with other schools and colleges. The school operates an open door policy whereby parents are welcome.
24. The process for planning, managing and providing for pupils' personal care support and guidance is an outstanding feature. Each pupil's personal and social needs are very carefully addressed. The school works very closely with parents and carers in ensuring the correct level of individual support and guidance for their children. Pupils also have their say through the democratically elected school council.
25. The school treats the safety of its pupils as a major priority. The way the school seeks to encourage its pupils to develop a healthy lifestyle is an outstanding feature of the school.
26. The school monitors the attendance and punctuality of its pupils well and works, in close co-operation with the education welfare service, with the families of pupils with poor punctuality and attendance levels of less than 80 per cent. However, it does not devote so much attention to the many pupils whose attendance is between 80 and 90 per cent.

27. The provision for pupils with additional learning needs has outstanding features. Such as the very early identification of pupil's needs the effectiveness of the Special Needs Co-ordinator and the overall quality of support and behaviour management.

Leadership and management

28. The clear direction the head teacher provides is a strong feature of the school. She is well supported by the deputy head teacher and this has been an important factor in the progress the school has made in what has been an unstable period of staffing since the previous inspection.
29. The recently appointed senior management team and the subject co-ordinators are developing a good overview of their roles. Overall there is good liaison and communication throughout the school with staff working closely together in formal and informal settings. The school takes good account of national priorities.
30. The governing body meet all statutory duties. They understand their roles and have a good appreciation of the school's strengths and areas for development. They regularly review the quality of education, but their monitoring of how it is delivered in the classroom is less well embedded.
31. The process of self-evaluation is developing well, and the link between this and the School Development Plan is effective. However, more emphasis needs to be placed on providing planned opportunities for subject leaders to observe lessons.
32. The school uses performance data very effectively to inform judgements and evaluate specific trends over time. The school's self-evaluation is based on first hand evidence and the school co-operates effectively with the local education authority to target areas for improvement.
33. The school is well staffed, pupils are well supported by effective, experienced and suitably qualified teachers, appropriately deployed to meet the pupils' needs. Support staff are also effectively deployed and make a good contribution to the overall quality of learning.
34. The school plans effectively to ensure that all resources are fully utilised to support teaching and learning. Priorities for further development are identified in line with the objectives outlined in the School Development Plan and careful consideration is given to costs and benefits for the school.
35. The school budget and plans reflect those areas and aspects of school life that are current priorities for development. All spending applications are stringently reviewed by the head teacher, LEA finance officer and governing body to ensure that that money is well spent. The school provides good value for money.

Recommendations

36. In order to improve further the school should:
- R1 Improve standards of bilingualism in key stage 1 and 2.
 - R2 Increase pupils' involvement in planning for their own progress and develop the capacity of all pupils to work with increasing levels of independence. *
 - R3 Review current arrangements and implement changes to improve the attendance and punctuality of pupils.
 - R4 Further develop the role of the Governing Body in monitoring curriculum delivery. *

* Both of these recommendations have already been identified by the school as areas for development.

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

Standards

Key Question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings

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

Grades for standards in subjects inspected

38. During the inspection, standards of achievement observed in the lessons of subjects being inspected were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
3.3%	80%	16.6%	0%	0%

39. These statistics are above the national figures reported in Her Majesty's Chief Inspector's Annual Report 2006-07, where standards are good or better (grade 1 and 2) in 80 per cent of lessons; but below the figure of 10 per cent for lessons where standards are outstanding (grade 1).
40. Children's attainment on entry to the Nursery is well below the expected LEA and national averages. Although there is good improvement in all areas of children's performance, and they make good progress in their first year in school, baseline data at age four indicates that the majority of children are still scoring below the LEA and national averages. The overall quality of the educational provision for under-fives is appropriate to their needs and the pupils are making good progress towards the Foundation Phase outcomes.
41. In key stage 1 and key stage 2, standards in the subjects inspected are as follows:

Inspection Area	Key Stage 1	Key Stage 2
English	2	2
Mathematics	2	2
History	2	2
Art	2	2
Music	2	2
Physical education	2	2

42. Tracking systems within the school confirm that individual pupils make good progress. There is a good match between results and the targets set by the school. Most pupils, whatever their background, including pupils with additional learning needs achieve their agreed learning targets and a sizeable majority of pupils, achieve in excess of those targets. They cope well with the work that is set for them and make good and at times very good progress.

43. Children under five make good, and at times, very good progress in their early mathematics and communication skills. They listen attentively and speak confidently to other pupils and adults. Their information, communication and technology skills and bi-lingual skills are developing well. However, their early writing skills in a range of situations are less well developed.
44. Overall, pupils in key stage 1 and 2 achieve good standards in the development of their key skills. Their communication skills of speaking, listening and reading and their numeracy and information and communication technology skills are good in both key stages and are well used with increasing competence across the curriculum. However the transfer of their English writing skills into other subjects and their bilingual competence are underdeveloped.
45. Although attainment was above expectations in all three core subjects. Statutory assessment results at the end of key stage 1 in 2008 were below the national average in each of the core subjects of English, mathematics and science. The Core Subject Indicator (the percentage of pupils reaching level 2 in each core subject) of 67 per cent, for 2008, was below the national average of 80 per cent.
46. When compared with similar schools (those with approximately the same percentage entitled to receive free school meals), the 2008 key stage 1 results were in the top 50 per cent for each core subject. Results show that girls significantly outperform the boys in each subject.
47. At the end of key stage 2 in 2008 statutory assessment results were equal to the national average in English and above the national average in mathematics and science. The Core Subject Indicator (the percentage of pupils reaching level 4 in each core subject) of 76 per cent, was above the national average of 74 per cent.
48. When the key stage 2 results are compared with those of schools with similar numbers of pupils entitled to receive free school meals, the school was placed just below the top 25 per cent in each core subject. Although the girls outperform the boys in each core subject, boys' achievement is equal to or above the national average in each subject.
49. An analysis of the rolling figures over the past few years shows that overall the school is making good progress in both key stages, with a steady improvement in results year on year. Further analysis of school data shows that the less transient pupils, that is those pupils who have attended at Hengoed throughout their education make very good progress, with a twenty-six per cent increase in those attaining the Core Subject Indicator from the end of key stage 1 to the end of key stage 2 in 2008.
50. Scrutiny of pupils' work past and present and discussions with pupils shows that their understanding of new knowledge and their progress in acquiring new skills have good features that outweigh shortcomings. Many pupils have a good understanding of what they have been taught and the more able can

apply their understanding of skills to new and unfamiliar tasks. Most pupils however are less clear about what they need to do to improve.

51. Pupils demonstrate a high standard of behaviour throughout the school day. Nearly all are quiet and attentive during assembly and move around the school in an orderly manner. In the playground, a range of play areas allows the pupils to play calmly or exuberantly as they wish. While a very few pupils have a tendency to behave inappropriately during lessons, any such instances are dealt with promptly and effectively. Nearly all pupils treat adults with courtesy and respect and, for the most part, get on well with each other. Two pupils were excluded during the year prior to the inspection.
52. Attendance is below the national average as well as that of similar schools. The rate of unauthorised attendance is high, as is the amount of days taken off school for 'term-time holidays'. Also, the number of late arrivals at the beginning of the school day adversely affects the learning of these pupils.
53. Most pupils become involved in their work, show good levels of motivation and make effective use of their time. Overall pupils work well together and are becoming more confident learners. Many take on monitoring or supervisory roles; they take their responsibilities seriously and show a commitment to their tasks.
54. Although pupils are developing good problem solving and investigative skills the capacity to work independently and the skills they need to improve their own learning are underdeveloped.
55. Standards of pupils' personal, moral and social education, is good overall. Pupils' attitudes to all members of the school community are good and they show empathy with those less fortunate than themselves. Pupils listen to each other well and are able to discuss concerns and sensitive issues.
56. Overall pupils' cultural awareness is developing well. Their knowledge of Welsh culture is good and their respect for diversity is becoming more established due to initiatives such as European Week and curriculum projects such as the recent link with Peru. However their knowledge of the cultural diversity of Wales, of other parts of the UK and of countries and societies further a field is less well developed.
57. Pupils' understanding of their local community, the world of work and industry in the area is good with no important shortcomings. Although pupils' entrepreneurial skills are being promoted in some areas of the curriculum overall progress is inconsistent.

The quality of education and training

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

Grade: 2. Good features with no important shortcomings

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

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

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
8%	72%	20%	0%	0%

60. These figures are equal to the national figures reported in Her Majesty's Chief Inspector's Annual Report 2006-07 where the quality of teaching is good or better (grade 1 and 2) in 80 per cent of lessons, but below the figure of 14 per cent for lessons that are outstanding (grade 1).

61. Teaching for the under fives has good features and no important shortcomings. Teachers, support staff and volunteers work very effectively as a team to provide a wide range of purposeful, exciting learning tasks for nursery and reception children. This ensures that learning is well focused on communication, language and personal and social skills development.

62. The working relationships in classes and between adults and pupils are very good. All staff have age appropriate expectations of their pupils and provide a supportive atmosphere to enable most pupils to make good progress. However, there are instances when teaching is over directed and opportunities to develop pupils' independence are not fully exploited.

63. The majority of teachers provide good and sometimes excellent role models for pupils and the atmosphere of mutual respect, which is clearly evident throughout the school, encourages pupils to succeed. Consistent use of praise and encouragement helps to raise pupils' self esteem significantly and as such makes a noticeable contribution to confidence, progress and achievement. All pupils are treated equally in respect of their race, gender and ability.

64. In the majority of lessons teachers have high expectations of pupils and there is an appropriate level of challenge in the tasks provided and activities are well matched to pupils' abilities.

65. On the whole teachers have a good knowledge and understanding of the subjects they teach and are aware of recent curriculum changes and developments. This has a positive impact on practice and standards being achieved. Lessons are planned with clear learning objectives, which are explained to pupils at the start of each lesson. Planning in most instances

takes account of the needs of individual pupils including those with additional learning needs.

66. In lessons where there are outstanding features, the teachers:
 - use highly effective questioning techniques which successfully challenge pupils' thinking;
 - stimulate and challenge pupils consistently through lively presentations and well planned, purposeful tasks, and;
 - foster independent learning through ensuring that pupils take an active role in their own learning.
67. Good features seen in teaching include:
 - brisk pace to lessons;
 - clear learning objectives which are effectively communicated to pupils and reinforced during well planned plenary sessions;
 - sensitive intervention to support and encourage pupils, and;
 - use of a wide range of teaching methods and learning styles, including the use of information and communication technology.
68. Where shortcomings were seen the pace was too slow, introductions too long and there was too much use of work sheets that did not challenge pupils sufficiently.
69. Teachers meet the English language needs of all pupils well and the majority of pupils, including those with additional learning needs, make good and sometimes very good progress. Work set for pupils with additional learning needs relates well to the targets identified in their individual education plans. The teaching and support of pupils with specific learning and behaviour problems is outstanding.
70. Incidental Welsh is used regularly by most teachers within day to day routines. However, in general teachers do not provide sufficient opportunities for pupils to use and develop bilingual skills in all subjects taught.
71. Teaching assistants and learning support assistants are generally effective in their roles and make a valuable contribution to the quality of teaching and learning. The majority are capable and knowledgeable and make a significant contribution to pupils' achievements and personal wellbeing. In most cases they are effectively deployed across the school.
72. The school meets statutory requirements for assessing and reporting pupils' progress and has worked very hard to move forward from the previous inspection report which indicated that assessment procedures were unsatisfactory. The present picture is bright. Assessment, recording and reporting procedures have good features and no important shortcomings.
73. Assessment is regularly undertaken throughout the academic year in order to track the progress pupils make and, in the best examples, effectively inform the next steps in teaching and learning. New initiatives such as the electronic system for tracking pupils' progress are robustly in place. However, not all

staff have had the opportunity to use and analyse assessment information in detail.

74. The school systematically implements a range of teacher assessments, mainly in the core subjects and arrangements to formally assess attainment in these subjects against National Curriculum levels are good. The school is actively involved in the local education authority's arrangements for the moderating of standards between phases and work with local schools has also developed successful initiatives to moderate standards. Assessment of pupils' knowledge and understanding in the foundation subjects is less well developed.
75. Pupils in each respective class have individual targets but these with the exception of those for pupils with additional learning needs vary considerably in their usefulness to inform pupils what they have to do to improve.
76. Throughout the school pupils' work is marked regularly, often with encouraging remarks. In the best examples of marking pupils are given written or verbal guidance on how to improve and pupils respond as directed. This helps them concentrate on what they need to do to improve, but does not always offer specific guidance on how to make their own decisions on the next steps to take in their learning.
77. The quality of the annual reports to parents is good and meets statutory requirements. Annual reports give a very positive and detailed picture of pupils' progress in all subjects as well as comments on social and personal development. This is further supplemented by a half yearly update on individual pupils' progress and achievements plus the opportunity for parents and carers to attend monthly surgeries to discuss their child's progress. In reports targets are also shared with parents and this is good practice.
78. Parents and carers of pupils with additional learning needs are very well informed and have full and regular access to consultations and reviews.
79. Comprehensive information is transferred to the receiving secondary school, various outside agencies and to the local education authority in order to secure continuity and progression in pupils' learning.

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

Grade 2: Good features and no important shortcomings

80. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
81. The school responds effectively to the learning needs and interests of pupils. The provision is socially inclusive and ensures equal access and effective support for all pupils, including those with additional and special educational

needs. This is achieved through a broad and balanced curriculum, which meets statutory requirements including the provision for personal, social and health education and religious education.

82. The overall quality and range of learning experiences made available to pupils is good with no important shortcomings. Schemes of work ensure coherence, continuity and progression across the key stages in pupils' learning. Short term plans contain differentiated material which is matched to the particular learning needs of pupils.
83. The overall quality of the educational provision for under-fives is appropriate to their needs and the children are making good progress towards the Foundation Phase outcomes. The provision meets children's needs and covers each area of learning very well. All children are given a very good start in school and have access to a rigorously planned and meaningful range of both indoor and outdoor learning activities. These experiences allow children to make choices and become independent learners.
84. Opportunities to promote and apply learners' basic and key skills are clearly indicated in daily lesson plans and schemes of work. The school uses the skills framework effectively to ensure breadth, continuity and progression in skill development. A strategy of detailed overview and planning has been adopted by the school, which incorporates a Foundation Phase profile. This strategy ensures that the inclusion, development and progression of basic and key skills are checked on a termly basis.
85. Learners' experiences are broadened and enriched through the provision of a wide range of interesting and enjoyable additional experiences both within the school and off-site. Sports, art and newspaper clubs are provided by staff and are very well attended by pupils. All pupils benefit from carefully planned educational visits to many historical and cultural centres. Pupils also benefit from visits to the school by local clergy and theatre companies. These have a positive impact on pupils' knowledge and understanding across the curriculum.
86. Pupils' moral, social and cultural development is promoted well through a variety of learning experiences. The school promotes sound moral values and moral issues are given prominence in curricular and extra-curricular learning experiences.
87. The promotion of pupils' personal and social education is good. Strong emphasis is placed on these aspects within curricular planning. Personal social education (PSE) is an integral part of school life and has a positive effect on pupils' attitudes to all members of the school community. Structured opportunities are provided for pupils to listen to each other and to discuss concerns or sensitive issues in a supporting, caring environment. The school has good and effective systems for rewarding pupils, such as the *Chwarae Teg* award and *Trier of the Week* certificate.

88. Acts of collective worship meet statutory requirements but pupils are given insufficient opportunities to reflect on issues that arise in their own lives and in the world around them.
89. Pupils' social skills are developed effectively through the provision of good opportunities for working together across the curriculum especially during *Forest School* activities. The school provides good opportunities for pupils to influence matters which affect their daily lives at the school and careful consideration is given to pupils' opinions which they express through membership of the school and eco councils. Their recent implementation of Play Leaders on the yard during break times has been particularly successful in encouraging co-operation between children when they play.
90. Pupils' cultural awareness is promoted successfully through subjects such as art, geography, religious education, and through links with schools in Poland and Turkey. However, the school recognises that this area is to be developed further.
91. The school has a good partnership with parents, the community and with other schools and colleges. The parents' association, *Friends of Hengoed*, support the school through fund raising events for specific activities and resources, and by acting as helpers in classrooms. Letters and bulletins containing useful information regarding the school are circulated regularly. The information booklets provided by the under-fives department and the home-school tasks further strengthen the links with parents.
92. Visitors from the local community such as from members of the police, health and fire service impact effectively on pupils' learning and provide a range of valuable experiences from the outside world. The school has recently established good relationships with nearby local chapels. Pupils have worked closely with the United Welsh Counties Local Housing Association and have been involved in litter picking activities. Such experiences encourage pupils' sense of pride in and ownership of their local community.
93. Transition links with local comprehensive schools are good and are developed through visits, sharing of information and curricular bridging units. The school provides regular training facilities for student teachers and others undertaking vocational qualifications.
94. The school's promotion and development of pupils' understanding of the cultural heritage of Wales through the *Cwricwlwm Cymreig* is good. Pupils' awareness and appreciation of the culture of Wales is enhanced through celebrating St. David's Day and visits to places of cultural interest. The provision for the promotion of children's bi-lingual skills in the Foundation Phase has good features and no important shortcomings. At key stage 1 and key stage 2, however, the promotion of pupils' bi-lingual skills and use of incidental Welsh during school routines and lessons is limited.
95. The school has effective arrangements in place for dealing with social disadvantage. The visit to the school by the CHAD theatre group raised the

awareness of older pupils of the importance of appreciating the diverse talents and needs of others. Staff ensure that all pupils have access to all parts of the curriculum and have the opportunity to participate in all aspects of school life.

96. The promotion of sustainable development and global citizenship within the school has good features and no important shortcomings. Pupils are very aware of the need to care for the environment and to conserve natural resources. The school's good work in this area has been recognised with the renewal of the Eco-Schools' Green Flag award. Sustainability schemes for recycling paper, mobile phones and ink cartridges have been successfully incorporated into their daily routines. Regular charitable fund-raising activities succeed in raising pupils' awareness of being citizens of the world. Pupils' fund raising efforts helped to provide a water well for children in Africa.
97. The school effectively promotes pupils' knowledge and understanding of the world of work through good links with a number of local and national businesses. Visitors to the school by ex-miners and police liaison officers further develop pupils' awareness of work within the community. Some teachers have been on short term placements to national organisations and their experiences have had a positive impact on curricular provision.
98. The school provides pupils with good entrepreneurial experiences. Older pupils have responsibility for the running of the school fruit shop. All pupils produce objects for which they are responsible for selling during the school's Christmas Fair. Pupils were recently involved in selling jewellery made following their Roman theme week in History.
99. The school sets sound foundations for lifelong learning through ensuring that pupils nurture skills such as competence in Information and Communication Technology (ICT) and personal and social skills. Pupils learn citizenship skills and appreciate the opportunities they have to express their opinions and to make decisions through membership of the school council and the Eco committee.

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

Grade 1: Good with outstanding features

100. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
101. The process for planning, managing and providing for pupils' personal care support and guidance is an outstanding feature of the school. Each pupil's personal and social needs are carefully addressed on joining the school and at the beginning of every year thereafter. One form of assessment that is regularly used identifies aspects such as their individual preparedness for learning and self-regard. As a consequence of these assessments, if required, individual personal development programmes are then put in place and regularly reviewed.

102. The small team of learning support assistants works extremely well with the class teachers to ensure each pupil receives the right level of support. Also, members of the local authority's Inclusion Support Service are an integral part of this team, working closely with those pupils who are identified as likely to benefit the most from such intense support. This is a further outstanding feature of the schools work.
103. The school works very closely with parents and carers to ensure the correct level of individual support and guidance for their children. Their views are sought and valued with a recent survey identifying the desire for a greater sharing of information. In response, the school has introduced the opportunity for a formal meeting with the teacher on a monthly basis if requested. Pupils also have a say in how the school is run through the democratically elected school council, whose views are also seriously considered and acted upon.
104. An appropriate programme of induction into the school is in place for pupils entering the Nursery. Children visit the school prior to joining and prospective parents are invited to an induction meeting where they are provided with an informative handbook. Parents are appreciative of the care shown to ensure their children settle-in quickly and contentedly. Arrangements for pupils joining at other times, which include the use of school buddies, are also of a good standard.
105. The school monitors the attendance and punctuality of its pupils well and works, in close co-operation with the education welfare service, with the families of pupils with poor punctuality and attendance levels of less than 80 per cent. However, it does not devote so much attention to the many pupils whose attendance is between 80 and 90 per cent. There is a limited focus on the importance of attendance in the school in terms of displays and rewards.
106. The school's assertive discipline policy contains a very clear system of rewards and sanctions, which prove effective in ensuring most pupils, are well behaved and make good progress.
107. The school treats the safety of its pupils as a major priority. Each term a complete audit of the buildings and grounds is carried out and areas of concern are promptly addressed. Risk assessments are carried out for educational trips and specific activities and situations, such as after-school clubs, within school. The arrangements for first aid, in terms of trained individuals and resources, are appropriate.
108. The way the school seeks to encourage its pupils to develop a healthy lifestyle is an outstanding feature of the school. The Food and Fitness Policy is an impressive document covering twenty distinct strands, all of which are being addressed. There is a well-attended breakfast club, a healthy school week, a fruit tuck shop, water bottles in the classrooms and an after-school cookery club which concentrates on producing healthy food and drinks. Personal and social education is delivered, where possible, though physical education (PE) and the school aims to deliver up to forty per cent of these lessons in an outside setting. The benefits of exercise are taught in PE and in after-school

sports clubs. A unique feature is the involvement of the cook. He talks to pupils about the importance of healthy eating and ensures they have the opportunity to eat their five portions of fruit and vegetables a day and encourages them to sample new varieties.

109. The school operates appropriate child protection procedures in line with the All Wales Child Protection Procedures and local authority guidelines. The head teacher is the designated person with overall responsibility, with the fully trained Special Education Needs Co-ordinator (SENCo) able to deputise in her absence. All members of staff receive awareness training where they are taught the signs and symptoms of abuse, how to respond to any concerns and to whom to report them.
110. The provision for pupils with additional learning needs is good with outstanding features. The school fully complies with the current Code of Practice for special educational needs. The school welcomes pupils with a very wide range of individual learning needs and disabilities and these pupils are very successfully integrated into their classes and the life and work of the school family. This includes the provisions of English as an additional language.
111. Outstanding features include:
- The highly successful policy of early identification of individual pupil's needs in the nursery and reception classes.
 - The Special Needs Co-ordinator (SENCo) who works very effectively with respective class teachers and support staff.
 - Withdrawal and purposeful in-class support that is well focused and linked to ongoing class work.
 - Highly effective behaviour management.
112. The class teacher, in consultation with the SENCo, writes the individual education plans (IEP's). All interested parties keep the individual education plans records close to hand during the school day and, in some instances, they are visible on pupil's workstations. Well focused, achievable targets are set at regular intervals and pupils' progress towards these targets is closely monitored by all stakeholders. This maintains high levels of momentum and it is clear that the overall achievement recorded over time of pupils identified as having severe learning difficulties in school is outstanding.
113. The SENCo and class teachers are very proactive in encouraging parents to work with the school in support of their children. Parents are kept fully informed through regular meetings to ensure that they can support their children's learning at home. During withdrawal sessions, that involve individuals or groups of pupils for additional support, work undertaken is successfully linked to ongoing class work. This in turn is effectively linked into pupils' individual education plans. The good quality teaching of additional learning needs pupils, the majority of which is focused on language development, especially speaking and reading skills, underpin levels of good progress and high levels of self esteem. Through the school's very effective inclusive nature the majority of pupils with additional learning needs are fully

integrated into the life of the school. A very important feature of the outstanding provision is the valuable work undertaken by well trained learning support staff and external agencies. The school values the impact of the local education authority in terms of provision and positive support when dealing with an extensive range of learning needs.

114. The school's behaviour management programme is highly effective and is based on the positive recognition of individual pupil's achievements and successes and is aimed at reducing repressive behaviour. Support for pupils whose challenging behaviour impedes their progress is in many instances outstanding. They quickly become accustomed to the school's high expectations and this is held in high regard by the local education authority.
115. The school provides an excellent level of support and guidance irrespective of a pupil's social or educational background. Each one's needs are identified and addressed appropriately and those with emotional, social and behavioural difficulties have tailored individual programmes of support.
116. Overall boys and girls are treated equally in all aspects of the school's activities; they have equal access to all areas of the curriculum and extra-curricular activities.
117. The school has few ethnic minority pupils but ensures, through its personal and social education programme, all its pupils are prepared for life in a multi-cultural society. They are also taught to respect the diverse nature of peoples across the world and appreciate their different cultures and religious beliefs.
118. There are appropriate arrangements to deal with any rare instances of bullying or oppressive behaviour. Nearly all parents and pupils feel that the school deals with such instances promptly and sensitively. The school effectively addresses all forms of harassment through personal and social education lessons, in assemblies and in events such as Anti-Bullying Week.
119. The school has an appropriate Disability Equality Scheme and action plan and has taken all reasonable measures to ensure disabled pupils and adults have access to all areas of the school. This includes ensuring all outside doors are wide enough to take wheelchairs and ramps are provided for the external classrooms. As a consequence, disabled learners are not discriminated against in any way.

Leadership and management

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

Grade 2: Good features and no important shortcomings

120. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
121. The clear direction the head teacher provides is a strong feature of the school. She has high expectations of herself and of her members of staff. She provides a framework of clear guidelines and procedures through which all are made aware of the school's values, aims, objectives and priorities, which are understood and acted upon by pupils and those involved in providing education within the school.
122. The head teacher is well supported by the deputy head teacher and this partnership has been an important factor in the progress the school has made, in what has been an unstable period of staffing since the previous inspection.
123. The recently appointed senior management team is a positive development of the school's leadership and management. However procedures are at times too informal to monitor and evaluate their school improvement initiatives objectively.
124. The subject co-ordinators, although some are new to their posts, are developing a good overview of their subjects and many have already been effective in raising standards within their respective areas. Overall there is good liaison and communication throughout the school with staff working closely together in formal and informal settings.
125. The school takes good account of national priorities in its curriculum; the school has been awarded the Basic Skills Agency's award, and the quality mark for PE, is a Health-Promoting School and is working to gain the ECO-Schools' 'Green Flag' award for the second time.
126. The school sets challenging, yet realistic targets for its pupils, based on their individual potential and these are successfully met and often surpassed. The school has also met the targets set in its school development plan.
127. There are suitable arrangements in place for the induction of new staff and to review and monitor the performance of all members of staff, including practitioners and to identify their training needs. Targets set for staff, as part of their performance management reviews and the continuing professional development of staff, are having a positive impact on school improvement and the raising of standards.
128. The governors understand their roles within the school and have a good appreciation of its strengths and areas for development. However, although

they contribute to strategic planning, they tend to be over reliant on the guidance provided by the head teacher.

129. Governors regularly review the quality of education the school provides through examination of reports presented to them by the head teacher. Most are linked with a particular subject, or area, but their monitoring of how it is delivered in the classroom is an area for development.
130. The governing body provides a sense of direction for the school and ensures it meets the statutory and regulatory duties placed upon it.

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

Grade 2: Good features and no important shortcomings

131. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
132. The process of self-evaluation is developing well in the school. The judgements of the inspection team agree with the school's self-evaluation in all seven key questions. In all aspects of school life the head teacher, senior managers and governors use information very effectively to move the school forward. The link between the processes of self-evaluation and planning for improvement in the School Development Plan is very thorough and detailed. However, although the head teacher and deputy head teacher monitor teaching on a regular basis as part of the performance management process, there are few planned opportunities for subject leaders to observe lessons. Therefore evidence of identifying good practice and using this evidence to inform planning and professional development is less well established.
133. The school uses performance data very effectively to inform judgements and evaluate specific trends over time, for example, the variation between the attainment levels of boys and girls at the end of key stage 2. The school's self evaluation is based on first hand evidence and the school co-operates effectively with the local education authority to target areas for improvement.
134. The school is extremely pro-active at seeking the views of a range of stakeholders that have an interest in the school. This includes parents and pupils. The School Council is a good forum that allows all pupils' views to be heard constructively. They have become very involved in the exciting playground developments, including the use of games equipment in designated areas during break and lunch times. This has had a marked impact on the overall levels of behaviour and basic physical education skills.
135. The quality of the self-evaluation report produced prior to the inspection is very good. It is detailed and targets for development clearly indicated. It provides a precise overview of the school's present position and accurately identifies

the areas and aspects that are strengths within the school and those that require further attention.

136. The school's priorities for improvement, inform the School Development Plan and have appropriate time scales and costs noted. This is good practice.
137. The school has successfully addressed the key issues noted in the last inspection report and improvements are evident for example, in assessment, recording and reporting. Progress since the previous inspection is good.

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

Grade2: Good features and no important shortcomings

138. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
139. The school is well staffed for the number of pupils on roll. Pupils are well supported by an effective team of experienced and suitably qualified teachers who have the necessary knowledge and expertise to teach the full requirements of the school curriculum. Teachers are appropriately deployed to meet the pupils' needs and work well together as a team. They have suitable responsibilities for particular areas of the curriculum and show a strong commitment to the school. Support staff, particularly those for pupils with SEN or additional learning needs are also effectively deployed and make a good contribution to the overall quality of learning.
140. The school has a good supply of quality resources and these are readily accessible and used effectively by staff and pupils. Investment has recently been made in the setting up of a new library classification system to facilitate the increased use of a variety of sources of information by pupils. Good use is made of interactive whiteboards in each classroom and this has had a positive impact on skills and standards.
141. The school buildings are in good condition and the interior and exterior of the buildings are well kept, clean and tidy. The school has spacious attractively marked play areas with a good, level surface together with a designated Forest Area and pond. The Early Years soft play area is separate and secure and the school has made considerable investment in preparing for the Foundation Phase. Classroom accommodation is sufficient for the number of pupils on roll. The learning environment is enhanced with bright, colourful and stimulating displays of pupils' work and achievements.
142. Access to all parts of the school is good for pupils, staff and visitors alike, fully meeting the requirements of persons with disabilities.
143. The school fully meets the statutory requirements for workload remodelling and every member of the teaching staff is allocated appropriate planning, preparation and assessment (PPA) time and resources. Effective use is made

of the teachers employed to cover for colleagues during these sessions and this ensures continuity and progression in pupils' learning.

144. The school plans effectively to ensure that all resources are fully utilised to support teaching and learning. There is a wide range of educational material available to meet the varying needs of pupils of all abilities and ranges. Priorities for further development are identified in line with the objectives outlined in the School Development Plan and careful consideration is given to costs and benefits for the school.
145. The school seeks ways of raising additional funds and successfully secures grants from a number of sources, thus saving money from its allocated budget. This additional funding is used well to support learning opportunities for all pupils and the professional development of staff. A recent General Teaching Council for Wales (GTCW) grant has been used effectively to allow members of staff to observe examples of good practice in other schools. Such sharing of professional experiences has enhanced the implementation of the Foundation Phase within Hengoed School.
146. Staff development arrangements, incorporating induction for newly qualified teachers are well-organised and effective. Teachers update their teaching skills and knowledge by attending in-service training sessions both within and outside the school. These training sessions are well matched to the needs, requirements and priorities of the school and to the personal development of individual members of staff. The school has provided the opportunity for a member of the support staff in the Early Years department to study for and obtain a degree in Foundation Phase education. Other members of teaching staff undertake management modules to develop and support their roles, which enable them to make an important contribution to the quality of teaching and leadership within the school. The school has also invested in the professional development of support staff through the medium of GNVQ courses.
147. The school's administrative team, caretaker, cleaners, cook, lunch-time supervisors and canteen staff are valued members of the school community and ensure that day-to-day routines are smooth and efficient.
148. The school budget and plans reflect those areas and aspects of school life that are current priorities for development. Subject leaders regularly review the quality and quantity of resources in their area of responsibility and all spending applications are stringently reviewed and evaluated by the head teacher, LEA finance officer and governing body to ensure that sufficient funds are available and that money is well spent. This ensures that the school budgets systematically for expenditure in line with the priorities and objectives set in the School Development Plan.
149. The school provides good value for money.

Standards achieved in subjects and areas of learning

English

Key Stage 1: Grade 2: good features and no important shortcomings

Key Stage 2: Grade 2: good features and no important shortcomings

Good features

150. Younger pupils in key stage 1 are developing a good understanding of basic phonic sounds, for example they can suggest words beginning with 'ch' and can use their knowledge to identify items such as cheese, cherries and chilli sauce from groceries bought from a supermarket. Their achievement is good when they record these words in writing.
151. Overall pupils make good progress in their speaking and listening skills. Many younger pupils listen well and the majority express themselves clearly as they describe what they would put in their magic box.
152. Older pupils in key stage 1 are attentive and demonstrate good listening skills. They are developing good reading strategies; they talk confidently about story characters and make predictions based on the text. Many make relevant suggestions as to what Captain Jack needs to be a pirate and locate relevant books from the class library.
153. Most pupils are aware of what they want to write and many do so at their own level, writing in full sentences, in short text supporting pictures they have drawn, or through relevant use of ICT. Their knowledge of punctuation is developing well. Many know sentences start with capitals and end with full stops. A few are aware of the use of ellipses and why it is used in writing and that large print emphasises speech or thought.
154. In key stage 2 younger pupils are making good progress in the development of their speaking and listening skills. They listen well and express themselves with increasing confidence, for example as they recall their previous work on the class story. They pose good, well structured, relevant questions to a fellow pupil who is 'hot-seating' in role play as a character from the story. Many provide appropriate adjectives to describe the appearance and personality of characters. Most respond well to these descriptions understand what they mean.
155. Pupils read out their work and show good levels of achievement at their own level. Writing and word processing skills are developing well. Most pupils are aware of the need to use interesting adjectives in their writing and many use word books to good effect to choose words as they build up their character's profile.
156. In the lower key stage 2 pupils writing skills are further developed. They plan their stories well and are aware of the importance of drafting and editing. Many can produce writing independently without frames. Good introductions

are written with nearly all using appropriate adjectives and a few using suitable similes and metaphors. Pupils are becoming more confident in their spelling, supporting and helping each other or using dictionaries, thesauruses and word books to check unusual or new words.

157. Older pupils in key stage 2 show a good awareness of the features of grammar and the structure of writing. They understand the role of paragraphs and punctuation and are knowledgeable about the use of connectives.
158. There is good progression from previous years. They plan their work well using stories such as Little Red Riding Hood as an exemplar for their own writing. Most understand fictional and non-fictional characters and show good levels of achievement with examples of good imaginative expressions. Pupils evaluate their work well and a few show good progress in their handwriting skills.
159. Older pupils have a good knowledge of different types of writing and produce a good range of genre. Many understand the varying formats and audiences involved and the appropriate use of English they entail, for example how to present instructions using bullet points and imperative verbs or paragraphs and descriptive phrases. Further use of dictionaries and thesauruses are made as pupils edit and evaluate their work.
160. Nearly all pupils read fluently at their own level, understanding the text and story. They are able to use these skills to good effect as they research documents and evidence in projects across the curriculum.

Shortcomings

161. Although there are no important shortcomings, many older pupils in key stage 1 currently lack confidence in putting their oracy skills into the written word.

Mathematics

Key Stage 1: Grade 2: good features and no important shortcomings

Key Stage 2: Grade 2: good features and no important shortcomings

Good features

162. Throughout both key stages 1 and 2 most pupils respond well in oral and mental mathematics sessions. They develop an increasing range of mathematical vocabulary related to all areas of the subject. The majority of pupils, including pupils with additional learning needs, achieve well from a fairly low base as they progress through the school.
163. In key stage 1 the majority of pupils make good progress in their understanding of number following the very firm foundations laid in the nursery and reception class. Pupils confidently count from a given number in twos, fives and tens correctly to fifty, with higher attaining pupils counting accurately to one hundred. Most pupils make up addition sums with two and three single digit numbers and add them up correctly. Most pupils make steady progress

exploring a range of simple number patterns, recognising missing number sequences up to thirty and, in some cases, up to fifty and beyond. Most pupils have a good understanding of time to the hour and half past the hour and can describe the properties of a circle, triangle, square and rectangle, referring to properties such as the number and types of sides. Most pupils recognise halves and quarters in relationship to shaded shapes and parts of a whole. Most Year 2 pupils correctly interpret data represented in simple bar graphs and pictograms using a range of appropriate computer software. Through a range of well planned practical activities the majority of pupils measure objects accurately using standard and non-standard measures.

164. In key stage 2 most pupils develop an appropriate understanding of place value. They understand what a particular digit represents in a three or four digit number and accurately position three and four digit numbers to thousands, hundreds, tens and units. Most pupils make steady progress in using their multiplication tables and develop their thinking skills when related to everyday problems. Nearly all pupils tell and record time accurately in hours and minutes, confidently calculating times taken for a certain journey using timetables. Generally, most pupils understand analogue time to five minutes around the hour.
165. In Year 5 most pupils accurately measure and calculate the perimeters and areas of rectangles and other shapes using a range of counting methods and standard units.
166. By the end of key stage 2, most pupils have a good knowledge of data handling and can present information accurately in a range of forms. Pupils' developing ICT skills are used well to support learning throughout the key stage.
167. Most pupils in key stage 2 develop a good knowledge of the associated properties of two and three-dimensional shapes. By the end of the key stage, most pupils develop a good understanding of number and how to use and apply mathematics in a variety of contexts. Most confidently explore patterns and think about relationships between numbers when suitably challenged to calculate and record answers to given problems for example, during a problem-solving exercise.

Shortcomings

168. There are no important shortcomings.

History

Key Stage 1: Grade 2: good features and no important shortcomings

Key Stage 2: Grade 2: good features and no important shortcomings

Outstanding features

169. In lower key stage 2 pupils' basic historical skills and their knowledge and understanding of the period studied is an outstanding feature.

Good features

170. Younger pupils in Key Stage 1 have a good recall of knowledge as they compare old and new toys for their project. Many are beginning to develop the concept of time, to use research skills, and to understand primary and secondary evidence. They use photographs and artefacts well. They have a good understanding where to find old toys and where to find information about them for example locating them in the attic, and getting information from books, visitors, museums and from questioning relatives from different generations. Most are able to think of relevant questions to ask a visitor who talks to them about her childhood before the Second World War. They gain a good knowledge and understanding of the games children played as they take part in and memorise 'yard-games' and rhymes.
171. Nearly all younger pupils in key stage 2 have a good understanding of life in Roman times recreating a Roman Forum. Most achieve well producing artefacts such as pottery, jewellery and bread, which they later sell. All but a few have good research skills using books, the internet and a museum visit to good effect. Nearly all have a very good knowledge of their contribution to the forum and make informative presentations of their artefacts to the class. Nearly all show a good understanding of primary and secondary evidence and a few are developing a good idea of chronology as young archaeologists as they examine successive layers of evidence.
172. Younger pupils in key stage 2 have a good awareness of the features and use of Llancaich Fawr such as its chimneys, doors, parlour and kitchens. They have a good recall of their visit and of Stuart and Tudor times. Many can identify and understand the Stuart family tree and have a good knowledge of food in Stuart times. They produce a wide variety of information through a range of mediums including power point presentations, fact sheets and pamphlets.
173. Older pupils in key stage 2 understand the difference between school life in Victorian times and today and are developing a good knowledge base of that period of history. Pupils are able to generate relevant questions for historical investigations to ask residents of Hengoed from the Victorian era. They interrogate primary evidence from the 1851 census to gain a greater understanding of continuity and change, comparing the present with what life was like in their village then.
174. Pupils develop a good historical knowledge and understanding of their community in more modern times as they carry out a local history study unit on mining in the locality in the 1980's.

Shortcomings

175. There are no important shortcomings.

Art

Key Stage 1: Grade 2: good features and no important shortcomings

Key Stage 2: Grade 2: good features and no important shortcomings

Good features

176. Most pupils throughout key stage 1 make good progress in the development of the understanding, investigating and making aspects of art, both within the development of skills and in the range of experiences being provided.
177. Younger pupils bring teddy bears in from home and locate pictures of bears in books. They discuss them and make careful observations before they make life like sketches of them in crayon or pencil. They successfully use a range of materials such as play-dough, salt-dough and clay to make good quality models. Most pupils achieve well in producing their models and sketches and good levels of skills appropriate to their age are being developed. They begin to evaluate their own and other pupils work suggesting what they like and where improvements can be made. Many have a good understanding of texture making drawings with lines and they are beginning to use appropriate vocabulary to describe their models.
178. Older pupils in key stage 1 develop their making skills further. Many are becoming aware of the use of lines in sketches and know and understand the need for balance and proportion. Pupils use manikins to good effect to create an active pose to draw. A few pupils use balance and produce figures in proportion, showing a good use of imagination and understanding to create a sense of movement. Pupils confidently use ICT to record and improve their work.
179. Many pupils have a good recall of previous modelling and painting work and can identify the mediums they used and the features of their work. They have a good knowledge of famous artists such as L S Lowry and a few are able to discuss features of his work and link aspects of it, such as how he depicts movement, to their own pictures.
180. In key stage 2 pupils successfully investigate and produce good art work themselves, from differing styles of painting using a good range of artists and cultures, such as Georgia O'Keefe and Leonardo Da Vinci, and Aboriginal stencil art as well as from art within the local community.
181. Older pupils have a good understanding that portraits are formal and the main differences between formal and informal paintings. Most pupils use a good range of materials such as pens, pencils and crayons to good effect. They are able to interpret and understand features such as symmetry. Pupils show good involvement and enthusiasm for art and work well together. They take turns sketching each other and nearly all produce good or very good colourful portraits in a Victorian style.
182. Most older pupils have a good knowledge of proportion and the accurate positioning of features such as the head, the eyes and pelvis. And they use

this knowledge well as they produce sketches recording movement and make good quality statues depicting a range of movements. Many successfully produce figures to animate and use ICT to create short presentations.

183. Pupils' sketching skills are improving through the use of sketchbooks that are building up a useful range of drawings that are utilised well by the pupils as research and investigation of themes to be developed in other mediums.

Shortcomings

184. There are no important shortcomings.

Music

Key Stage 1: Grade 2: good features and no important shortcomings

Key Stage 2: Grade 2: good features and no important shortcomings

Good features

185. Pupils at both key stages display enjoyment when they sing a wide range of songs, hymns and rhymes. They sing tunefully with good awareness of pace, pitch and dynamics.
186. Most younger key stage 1 pupils follow singing and clapping patterns and repeat rhythm patterns correctly. They keep a steady beat as they listen to and play untuned percussion instruments as an accompaniment to a piece of music.
187. The vast majority of pupils effectively experiment, select and organise music accompaniment in response to a variety of familiar nursery rhymes. They demonstrate an increasing awareness of the characteristics of untuned instruments and can confidently use a wide range of instruments *loudly* or *quietly* when interpreting the rhymes.
188. Older key stage 1 pupils successfully memorise, recall and imitate increasingly complex rhythmic patterns. These patterns are used effectively in their graphic score compositions and performances. After listening to the song, "*Men of Harlech*", pupils demonstrate a good awareness of *drone* as they compose and perform effective accompaniment to their compositions of a marching song. They use a good variety of tuned and untuned percussion instruments well. Almost all pupils show a good awareness of the need to follow a conductor when performing their compositions.
189. Younger key stage 2 pupils further develop their knowledge and understanding of rhythmic patterns as they keep rhythm while chanting a *Rocket rap* to the accompaniment of music. They use tuned instruments effectively to compose a melody for poems about animals.
190. Almost all older key stage 2 pupils correctly imitate intricate rhythmic patterns and display a good sense of rhythm as they correctly clap and perform a series of more complex 4 beat or cyclic rhythm patterns. They successfully

combine these patterns to compose a rhythmic sentence showing a good awareness of *texture* within their compositions using a wide variety of body, untuned and tuned percussion as well as instruments from other cultures. Pupils collaborate very well and use ICT successfully to compose and record their work.

191. Pupils' awareness of structure within music is enhanced through imitating the cyclic patterns found in Gamelan music. They identify and describe a variety of sounds produced by some of the traditional Gamelan instruments. Most pupils accurately identify the patterns in the music and incorporate these effectively into their own compositions and performances. They demonstrate a good understanding of the musical elements of *pitch*, *dynamics* and *pace* when appraising music from other cultures and their own efforts.
192. Pupils throughout both key stages show a developing awareness of the importance of appraising their own performances and those of others. They offer positive suggestions as to how to improve their compositions and performances.
193. Performances by a local school's Big Band and visits from the Welsh Brass Trio enhance pupils' knowledge and understanding of different styles of music. Their appreciation of Welsh music is promoted well through listening to the music of composers such as Karl Jenkins.

Shortcomings

194. Although there are no important shortcomings pupils' use of ICT across both key stages to compose and record their work and to extend their knowledge and understanding is underdeveloped.

Physical education

Key Stage 1: Grade 2: good features and no important shortcomings

Key Stage 2: Grade 2: good features and no important shortcomings

Good features

195. Pupils throughout both key stages clearly understand the need to warm muscles before vigorous exercise commences and that 'cool down' sessions are equally important to relax muscles. Most pupils have a good understanding of the impact of regular exercise on their bodies and how it helps them to maintain a healthy lifestyle. These issues receive a very high profile and links appropriately with the school's positive healthy eating policies.
196. Most pupils develop a good range of movement skills during gymnastics and practise these with considerable energy and enthusiasm. The majority of pupils co-operate very well in small groups to create sequences of movements that they perform confidently to an audience of class peers. Pupils' ability to reflect on their work is a very strong feature across all aspects of physical education.

197. Throughout key stage 1 the majority of pupils make good progress developing gymnastic skills by combining balance and movement that entails stretching, curling and balancing using a variety of body parts, levels and pathways. Through practice most pupils achieve good precision and spatial awareness is generally good. Instructions are followed accurately, showing a good understanding of vocabulary related to certain movements.
198. By the end of key stage 2, the majority of pupils know about some of the body changes that take place during exercise, such as increased heart beat. Through repeat movements and changes of direction most pupils respond well to a steady rhythmic beat, displaying a good understanding of a range of moods and feelings as related to certain historical dance sequences. Good spatial awareness is consistently evident when working individually and with others. Older pupils demonstrate that they can think for themselves and their dance movements are creative and extremely precise. The majority of pupils in Year 5 are becoming self-critical and evaluate the performance of others in a very sensitive and constructive manner. Most recognise that through practice they can achieve higher levels of performance.
199. In games in upper key stage 2 the majority of pupils send and receive balls, catching and batting using different sized apparatus with control and accuracy. They change pace quickly and safely and collaborate well in a team situation. The majority work well together and are sensitive to the need for safety. They co-operate very well in small groups and share equipment sensibly.

Shortcomings

200. There are no important shortcomings.

School's response to the inspection

Hengoed Primary School warmly welcomes the inspectors' findings and that their judgements matched the school's self-evaluation of all Key Questions. We are pleased they recognised that we are a good school with outstanding features relating to our care and guidance of pupils. We are also pleased the Inspection Team acknowledged the very good progress made since the last inspection, particularly in the area of Assessment, Recording and Reporting. This improvement was mirrored in the six subjects that formed part of the inspection namely:

- Mathematics
- English
- Art
- History
- Music
- Physical Education

We note that the inspectors identified the very good standards achieved by pupils with Additional Learning Needs and we will continue to strive to provide a totally inclusive school environment for all pupils.

The report highlights the positive progress that pupils make between Key Stage 1 and Key Stage 2, with pupils achieving the National Average in English and above the National Average in Mathematics and Science. Particular attention will be paid to the development of pupils' bilingual skills and their ability to work with greater independence. Improvements in attendance and punctuality will remain a priority.

We are pleased that the inspectors acknowledged the hard work carried out by the Head teacher and senior management team (SMT), although it is recognised that SMT meetings need to be more formal and the roles of the subject leaders need to be developed further. We are reassured that the inspectors recognised the support and enthusiasm of the governing body and the effectiveness of the support staff.

Finally, we would like to thank the inspection team for the professional manner in which all stages of the inspection process have been conducted.

Appendix 1

Basic information about the school

Name of school	Hengoed Primary School
School type	Nursery and Primary
Age-range of pupils	3-11
Address of school	Chapel Terrace, Hengoed Caerphilly
Postcode	CF82 7JU
Telephone number	01443 812909

Head teacher	Mrs Janine Brill
Date of appointment	1 st September 2002
Chair of governors/ Appropriate authority	Mr Wayne Mullins
Registered inspector	Stuart Wormleighton
Dates of inspection	14 th – 16 th October 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	6.5	23	24	25	26	25	22	26	177.5

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	6	3	7.5

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	1:6.5
Pupil: adult (fte) ratio in nursery classes	1:3.25
Pupil: adult (fte) ratio in special classes	n/a
Average class size, excluding nursery and special classes	24.4
Teacher (fte): class ratio	1:0.9

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Autumn 2007	93.7%	89.3%	89.9%
Spring 2008	93.1%	89.3%	90.3%
Summer 2008	94.7%	93.6%	88.6%

Percentage of pupils entitled to free school meals	43%
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:		28		
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher assessment	School	0	8	23	58	12
		National	0	3	13	63	20
En: reading	Teacher assessment	School	0	8	19	62	12
		National	0	4	15	55	26
En: writing	Teacher assessment	School	0	8	23	65	4
		National	0	5	16	67	11
En: speaking and listening	Teacher assessment	School	0	4	15	69	12
		National	0	2	11	64	23
Mathematics	Teacher assessment	School	0	11	11	67	11
		National	0	2	11	65	22
Science	Teacher assessment	School	0	4	15	63	19
		National	0	1	9	66	24

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	67	In Wales	80

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		45						
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	0	0	6	15	45	34
		National	0	0	0	0	1	4	16	50	29
Welsh	Teacher assessment	School	0	0	0	0	0	0	0	0	0
		National	0	0	0	0	0	0	0	0	0
Mathematics	Teacher assessment	School	0	0	0	0	4	0	11	47	38
		National	0	0	0	0	1	3	15	50	30
Science	Teacher assessment	School	0	0	0	0	0	0	13	32	55
		National	0	0	0	0	0	2	12	52	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	77	In the school	n/a
In Wales	74	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

A team of four inspectors spent a total of ten inspector days in the school. A team meeting was held prior to the inspection. The head teacher acted as Nominee but a Peer Assessor was not available for the inspection.

Inspectors visited and observed:

- Thirty-nine lessons or part lessons;
- all classes;
- acts of collective worship;
- lunch times and break times; and
- extra-curricular activities.

Members of the inspection team had meetings with:

- staff, governors and parents before the inspection began, and
- two representatives of the local education authority, teachers, governors, support and administrative staff, the school council and groups of children during the inspection.

The team also considered:

- the school's self evaluation report;
- eighteen responses to the parents'/carers' questionnaire;
- a comprehensive range of documentation provided by the school before and during the inspection;
- documentation from the local authority; and
- samples of pupils' work from across the age and ability ranges were scrutinised.

The inspection team held post-inspection meetings with the head teacher staff and governors.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Stuart Wormleighton Registered Inspector	Key questions 1 and 5 English, History and Art and Design.
Peter Clark Team Inspector	Key question 2 and 6 and contributions to key question 1. Mathematics and Physical Education.
Eleri W Honour	Key questions 3 and 7. Music.
Ted Tipper Lay Inspector	Key question 4 and contributions to key questions 1 and 5.
Janine Brill Head teacher	Nominee Provision of information.

The contractor was:

Evenlode Education Ltd
Little Garth
St John's Close
Hawarden
Flintshire
CH5 1QJ

Acknowledgement

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