



Rhagoriaeth i bawb – Excellence for all

Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

A report on

**Hafod Primary School
Wayne Street
Trehafod
Pontypridd
RCT
CF37 2NL**

Date of inspection: March 2013

by

**Estyn, Her Majesty's Inspectorate for Education
and Training in Wales**



During each inspection, inspectors aim to answer three key questions:

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

Inspectors also provide an overall judgement on the school's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

Judgement	What the judgement means
Excellent	Many strengths, including significant examples of sector-leading practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh areas for improvement
Unsatisfactory	Important areas for improvement outweigh strengths

The report was produced in accordance with Section 28 of the Education Act 2005.

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Publication Section
Estyn
Anchor Court, Keen Road
Cardiff
CF24 5JW or by email to publications@estyn.gov.uk

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Context

Hafod Primary School is in the village of Trehafod on the outskirts of Pontypridd. It is a Community First area serving a catchment that is recognised as being socially deprived and economically disadvantaged.

There are 100 pupils on roll, including 15 of nursery age. Pupils represent the full range of ability and their attainments vary considerably when they start school. Pupils enter the nursery as soon as possible after their third birthday. The school has a communications disorder resource base for pupils with additional communication needs. Nine pupils, from across the authority, attend the resource base.

There are currently six full time teachers including the headteacher. Nearly all pupils are from a white ethnic background and speak English as their first language.

About 32% of pupils are entitled to free school meals, which is higher than the average for the local authority and Wales. The school identifies that 28% of pupils have additional learning needs, which is higher than the local authority average. Very few pupils have a statement of special educational needs.

The headteacher was appointed in May 2007 and the school was last inspected in March 2007.

The individual school budget per pupil for Hafod Primary School in 2012-2013 is £4,745. The maximum per pupil in primary schools in Rhondda Cynon Taf is £6,197 and the minimum is £2,561. Hafod Primary School is eighth out of the 113 primary schools in Rhondda Cynon Taf in terms of the school budget per pupil.

Summary

The school's current performance	Good
The school's prospects for improvement	Good

Current performance

The school's current performance is good because:

- nearly all pupils make good progress;
- throughout the school pupils behave well;
- the school is an inclusive and caring community in which pupils feel safe;
- there is a good range of interesting learning experiences;
- teaching is consistently good; and
- the school supports pupils effectively.

Prospects for improvement

The school has good prospects for improvement because:

- the school understands the needs of all its pupils well;
- the headteacher and all members of staff contribute effectively towards developing and implementing improvement plans;
- the governing body is well informed about all aspects of the school's performance and what it needs to do to improve; and
- the school works well with parents and a range of specialist services to continually improve standards and enhance pupils' wellbeing.

Recommendations

R1 Ensure that all teaching in the Foundation Phase and key stage 2 provides enough challenge for more able pupils

R2 Improve attendance

R3 Continue to improve pupils' understanding of how well they are doing and what they need to do to improve their work

What happens next?

The school will draw up an action plan that shows how it is going to address the recommendations.

Main findings

Key Question 1: How good are outcomes?	Good
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Standards: Good

Nearly all pupils in the Foundation Phase and in key stage 2 make good progress. In their lessons, and when discussing their work, they recall previous learning well and show a good knowledge and understanding of what they have learnt in work across the curriculum. Many develop their thinking skills successfully and apply them appropriately to new situations.

In the Foundation Phase, most pupils' oral skills are developing very quickly and they use them confidently in a range of situations. Many older pupils speak clearly with increasing confidence and use an expanding vocabulary. Most pupils' early reading skills are developing well; they read for a purpose and show an appropriate understanding of the text. They use a range of strategies to work out the meaning of unfamiliar words. Many pupils write well and use appropriate and interesting vocabulary. On the whole, simple words are spelt correctly and work is often punctuated correctly by full stops and capital letters.

In discussions, many pupils in key stage 2 listen carefully and respond sensibly by asking questions and offering comments that are relevant to others pupils' ideas and opinions. Most read meaningfully using appropriate expression. They use reference books and information and communication technology (ICT) confidently to gather information to support their work. Many pupils' written work is well organised, imaginative and clear. They choose vocabulary carefully in order to ensure variety, interest and effect, when writing for a range of different purposes and audiences. However, more able pupils in key stage 2 do not always achieve as well as they should in writing across the curriculum.

The majority of pupils in the Foundation Phase make good progress in Welsh. In key stage 2 many pupils use Welsh regularly and successfully in different situations. Their reading and writing skills develop well. Nearly all pupils have a good knowledge of the history and culture of Wales.

In assessments at the end of the Foundation Phase in 2012, most pupils achieved the expected outcome (outcome 5) in personal and social development, wellbeing and cultural diversity, language, literacy and communication skills and mathematical development. Results compared well with the averages for other schools in the family and in Wales. The percentage of more able pupils who attained the higher outcome (outcome 6) is better than the family average and the average for schools in Wales in language, literacy and communication skills and mathematical development but lower in personal and social development, wellbeing and cultural diversity.

In comparison to that of schools with similar proportions of pupils entitled to free school meals, performance, at the expected outcome or better, was in the top 25% in language, literacy and communication skills and mathematical development and in the top 50% in terms of the Foundation Phase indicator and personal and social development, wellbeing and cultural diversity.

In key stage 2, in 2012, the percentage of pupils who achieved the expected level 4 or better, in English, mathematics and science in combination, was above the family average and broadly in line with the average for schools in Wales.

Results have fluctuated over the past four years but have generally been lower than the family and Wales averages at both the expected and higher levels. However, there was a significant improvement, at the expected level, in 2012.

In 2012, in comparison to schools with similar proportions of pupils entitled to free school meals, performance, at the expected level 4 or better, placed the school in the top 50% of similar schools in terms of the core subject indicator, but in the lower 50% for English and the lowest 25% in mathematics and science. Except in mathematics and science in 2009, the school's performance has placed the school consistently in the lower 50% in all areas over the past four years. Apart from in English in 2011, the school's performance at the higher level has also placed it consistently in the lower 50% or lowest 25%.

There is no significant difference in the performance of boys and girls in the Foundation Phase or at key stage 2.

Pupils who have additional learning needs achieve well and make good progress, in line with their ability and previous achievement.

Wellbeing: Good

All pupils feel happy and safe in school. They know they can discuss any concerns they have with staff. They are confident that staff address any issues promptly and effectively. Pupils have positive attitudes to healthy living and eating and all take part in a wide range of physical activities.

Nearly all pupils engage well in their learning. They work hard and participate with enthusiasm and interest in their lessons. They work well together in groups. In the Foundation Phase, in particular, pupils begin to develop the ability to work independently and confidently.

Pupils behave well in lessons and around the school, and respond positively to the high expectations of staff. Nearly all pupils arrive on time. Attendance at nearly 92% remains below the average of similar schools.

All pupils take an active part in the life of the school. Many older pupils take their responsibilities seriously, such as monitoring the use of outdoor activities during break times to ensure that all pupils in turn can use the resources available. The school council is actively involved in decision making and has contributed significantly to the improvement of several aspects of the school's environment. A good example of this is the setting up of the Forest School in the grounds. Pupils enjoy promoting the school in a range of activities in the wider community.

Nearly all pupils treat each other with kindness and respect. Most pupils are beginning to develop the skill of assessing their own learning and that of others in a meaningful way. They are beginning to understand how to improve specific aspects of their work. Nearly all pupils are well prepared to move on to the next stage in their learning.

Key Question 2: How good is provision?

Good

Learning experiences: Good

The school provides rich learning experiences that meet all curriculum requirements. Teachers plan well together in order to prepare a variety of interesting experiences that are stimulating and successfully engage the interest of nearly all pupils.

Schemes of work place a strong focus on developing communication, numeracy and information and ICT skills. They ensure that provision for skills is co-ordinated appropriately to ensure progression in pupils' experience across the school. A high priority is given to developing literacy skills, which has a significant influence on pupils' achievement. Teachers provide good opportunities for pupils to develop their thinking skills successfully and purposefully, particularly in topic work.

Good use is made of the outdoor environment. Visits outside the school and visitors to the school contribute extensively to expanding and enriching learning experiences.

The provision for Welsh language development is an improving aspect and planning ensures continuity and progression in pupils' learning as they move through the school. Most teachers and learning support assistants promote Welsh well during the day. Opportunities to develop pupils' knowledge of Welsh history and culture are consistently good.

The school promotes learners' understanding of sustainable development and global citizenship effectively. Many pupils show extensive knowledge of issues associated with sustainability, such as recycling and reducing energy consumption.

Teaching: Good

The quality of teaching is consistently good. Teachers create a calm and industrious ethos for learning in all classes. They demonstrate good subject knowledge and plan stimulating activities that engage and inspire pupils. Members of staff regularly encourage pupils to think for themselves, solve problems and reflect on their learning.

Most lessons have good pace and teachers use a wide variety of strategies to maintain pupils' interest and secure good behaviour. However, in a minority of lessons, tasks do not challenge pupils, particularly the more able, well enough.

Oral feedback and regular constructive marking enables pupils to know how well they are doing and what they need to do to improve. Recently introduced assessments for learning strategies provide appropriate opportunities for pupils to evaluate their own work.

The school has comprehensive and thorough systems for tracking pupils' progress in mainstream classes and in the communications resource base. Teachers use the information effectively to provide appropriate interventions and to support their planning.

Reports to parents are detailed and useful, and indicate what the pupil needs to do in order to improve his or her performance in the future.

Care, support and guidance: Good

The school provides good care and support for all its pupils. There are worthwhile opportunities for supporting pupils' health and wellbeing and to actively encourage pupils' involvement in their school and the wider community. Learning experiences, including an effective framework for personal and social education and regular opportunities for pupils to take on responsibilities, promote pupils' personal, moral, social and cultural development well.

The school works efficiently with specialist services to ensure that all pupils' needs are met. Successful links with a wide range of external agencies provide good guidance particularly to pupils with hearing and sight loss.

Provision for pupils with additional learning needs is good, both in mainstream classes and in the communications resource base. There are effective systems for identifying pupils' additional needs at an early stage. Support focuses clearly on pupils' specific needs and intervention strategies enable pupils to make good progress.

Arrangements for the preparation, use and regular review of individual education plans are thorough. All staff monitor pupils' progress regularly and keep parents fully informed. There are good arrangements to include pupils from the communications resource base in mainstream classes on a regular basis. This enhances their experiences successfully.

The school's arrangements for safeguarding pupils meet requirements and give no cause for concern.

Learning environment: Good

The school is an inclusive and caring community in which pupils feel happy and safe. All staff support the homely and welcoming ethos. Pupils are encouraged to show respect and care towards each other and they have a good relationship with one another and with the school's staff. All pupils have full access to the curriculum and boys and girls take part in all activities. The school has appropriate policies in place to promote equality.

The school is well maintained, attractive and accessible to pupils and visitors. All classes have plentiful resources that match pupils' needs well. Stimulating and attractive displays are of a good standard and celebrate the diverse work of the pupils. Classrooms are spacious and well organised.

There is evidence of minor subsidence to one part of the school building due to past mining activities but has been declared safe.

The school makes good use of the grounds which it has developed to create a number of attractive learning areas such as the forest school and the meditation garden.

Full use is made of relevant and available resources in the community to supplement and enrich the curriculum.

Key Question 3: How good are leadership and management?	Good
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Leadership: Good

The headteacher provides a clear strategic direction and is well supported by the deputy headteacher. All members of staff have clear job descriptions and specific responsibilities for developing the school as an effective learning community. They meet regularly to monitor progress. Good use is made of data and other relevant management information about performance to identify areas for improvement. The governing body is supportive and well informed about the school's performance. Governors show determination in challenging and supporting the school in bringing about improvement in their role as critical friend. They have a range of useful committees to oversee the finances and curricular provision of the school and contribute purposefully to school self evaluation and school development planning.

The school implements national and local priorities conscientiously and successfully and this is having a positive effect on standards and provision at the school. The ongoing development of literacy, numeracy and ICT are good examples of this. Recent purchase of additional laptops has improved pupils' access and ability to use ICT regularly in their lessons, particularly in key stage 2 when working independently to research for information.

Improving quality: Good

The school has effective procedures for self-evaluation and senior managers have a clear understanding of the school's strengths and areas for improvement. They use a good range of monitoring activities purposefully, including the scrutiny of pupils' books, listening to learners and implementing a three year programme of lesson observations. The school seeks the views of parents and pupils regularly, and encourages an ongoing informal dialogue between school and home.

The school agrees the priorities in the school improvement plan following careful audits and analysis of available information. The school's targets and actions focus well on improving pupil outcomes. Progress towards the targets is regularly and effectively monitored and evaluated.

Well established professional learning communities in the school and across the cluster make a good contribution to the school's provision. Curriculum co-ordinators in literacy, numeracy and Welsh in the cluster have worked together effectively to improve continuity and progression in pupils' learning. They have also collaborated productively to develop story-telling strategies to improve pupils' oral and written work in English. A most recent initiative is where local schools have worked together in order to improve pupils' self esteem. This work is already impacting positively on pupils' attitudes, expectations and attendance.

Partnership working: Good

The school co-operates effectively with a range of partners to support pupils' wellbeing and achievement.

Partnerships with parents are strong. The Parents and Teachers' association has raised a considerable sum of money to purchase new learning resources for the school. The recent purchase of additional laptops and other hardware has improved pupils' confidence in the use of ICT and aided learning across the curriculum.

A highly effective partnership exists with the local Community First group who have collaborated successfully with the school to facilitate a basic skills guided reading workshop for pupils. A family learning programme with parents has enabled a few parents not only to gain a nationally recognised qualification but also improve their ability to support their own children.

There are good links and effective transfer arrangements between the school and the secondary school. There is a good range of useful transition activities; for example, teachers from the local high school visit the school to teach the pupils that are to transfer. The transition links between the communications resource base and the pupils' prior settings are very successful in meeting the individual needs of pupils.

There is worthwhile co-operation with other primary schools in the catchment area in order to discuss planning for improvement and standardising pupils' work. This has ensured better quality and consistency in the school's assessments.

Resource management: Good

The school manages and deploys staffing and financial resources effectively to support teaching and learning. All members of staff have the necessary knowledge and experience to deliver the curriculum successfully. Their expertise is shared very appropriately in order to raise standards in subjects such as physical education, art and music.

The school carefully plans and manages its arrangements for teachers to have the necessary non-contact time in order for them to plan, prepare and assess. A very effective team of learning support assistants support teaching staff well. They play a key role in supporting pupils.

Performance management procedures for teaching and support staff identify and meet staff development needs appropriately.

The headteacher and governing body monitor and manage the school's budget effectively and spending decisions relate well to priorities for improvement.

Outcomes for nearly all pupils are good and the school provides good value for money.

Appendix 1

Commentary on performance data

Teachers' assessments at the end of Year 2, in the Foundation Phase, and at the end of Year 6 in key stage 2, must be treated with care because the small numbers of children in a year can have a considerable effect on a school's performance from one year to another.

In assessments at the end of the Foundation Phase in 2012, many pupils achieved the expected outcome (outcome 5) or better in the Foundation Phase indicator. Most pupils achieved the expected outcome in personal and social development, wellbeing and cultural diversity, language, literacy and communication skills and mathematical development. Results compared well with the averages for other schools in the family and in Wales. The percentage of more able pupils who attained the higher outcome (outcome 6) is better than the family average and the average for schools in Wales in language, literacy and communication skills and mathematical development but lower in personal and social development, wellbeing and cultural diversity.

In comparison with that of schools with similar proportions of pupils entitled to free school meals, the school's performance, at the expected outcome or better, was in the top 25% in language, literacy and communication skills and mathematical development and in the top 50% in terms of the Foundation Phase indicator and personal and social development, wellbeing and cultural diversity.

In key stage 2 in 2012, the percentage of pupils who achieved the expected level (level 4) or better, in English, mathematics and science in combination, was above the family average and broadly in line with the average for schools in Wales. In the individual subjects, pupils' attainment in, English and mathematics, was above the family of schools average and broadly in line with the average for schools in Wales.

Results have fluctuated over the past four years but have generally been lower than the family and Wales averages at both the expected and higher levels. However, there was a significant improvement, at the expected level, in 2012.

In 2012, in comparison with that of schools with similar proportions of pupils entitled to free school meals, the school's performance, at the expected level 4 or better, placed it in the top 50% of similar schools in terms of the core subject indicator, but in the lower 50% in English and the lowest 25% in mathematics and science. Except in mathematics and science in 2009, the school's performance has consistently placed it in the lower 50% in all areas over the past four years. Apart from in English in 2011, the school's performance at the higher level has also placed it consistently in the lower 50% or lowest 25%.

There is no significant difference between the performance of boys and girls in the Foundation Phase or at key stage 2.

Appendix 2

Stakeholder satisfaction report

Twenty-seven completed questionnaires were received from parents or carers. The level of satisfaction is better than the average for other primary schools in Wales in all questions.

All parents or carers agree or agree strongly that they are satisfied with the school and that their children are happy and safe. They all state that their child was helped to settle in well when they started school. They feel that pupils are respected and treated fairly and that they helped to be more mature and to take on responsibilities.

All agree or agree strongly that the school is well run and that pupils' behaviour is good. They think that teaching is good and feel comfortable about raising any issues with the school. They say that their child receives appropriate additional support in relation to any specific individual needs.

All agree or agree strongly that they receive regular information about their child's progress and that homework builds well on what their child learns at school. They also state that there is a good variety of activities, including trips and visits.

Nearly all say that their child is well prepared for moving on to the next school and that they understand the school's arrangements for dealing with complaints.

Responses to learner questionnaires

Questionnaires were completed by 51 pupils in key stage 2. The level of satisfaction is better than the average for other primary schools in Wales.

All pupils feel safe at school and say that the school deals well with bullying. They feel that the school helps them to learn and make progress and that they know whom to turn if they are anxious or need to ask for advice. They all agree that the school teaches them about how to keep healthy and that there are enough opportunities to take regular physical exercise. They all say that they are doing well at school and that homework helps them to understand and improve their work. All say that they have enough books, equipment and computers to do their work.

Nearly all pupils say that other children behave well so that they can get on with their work and that they behave well at play time and lunch time.

Appendix 3

The inspection team

Mervyn Lloyd Jones	Reporting Inspector
Rhiannon Harris	Team Inspector
Veronica Williams	Lay Inspector
Debra Ward	Peer Inspector
Joanne Rees	School Nominee

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.uk)

Year groups, the Foundation Phase 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 local authorities.

The following table sets out the age ranges relevant to each year group. For example, Year 1 refers to the group of pupils who reach the age of six and Year 13 is the year group who reach the age of 18 during the academic year.

Primary phase:

Year	N	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	3-4	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 Foundation Phase and key stages cover the following year groups:

Foundation Phase	Nursery, Reception, 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

Glossary of terms – Primary

Foundation Phase indicator (FPI)

Progress in learning through the Foundation Phase is indicated by outcomes (from outcome 1 to outcome 6).

The Foundation Phase indicator (FPI) relates to the expected performance in three areas of learning in the Foundation Phase:

- literacy, language and communication in English or Welsh first language
- mathematical development; and
- personal and social development, wellbeing and cultural diversity.

By the end of the Foundation Phase, at the age of seven, pupils are expected to reach outcome 5 and the more able to reach outcome 6.

Pupils must achieve the expected outcome (outcome 5) in the three areas above to gain the Foundation Phase indicator.

The core subject indicator (CSI)

Progress in learning through key stage 2 is indicated by levels (level 1 to level 5).

The core subject indicator in key stage 2 relates to the expected performance in the core subjects of the National Curriculum:

- English or Welsh first language
- mathematics; and
- science

By the end of the key stage 2, at the age of 11, pupils are expected to reach level 4 and more able pupils to reach level 5.

Pupils must gain at least the expected level (level 4) in the three core subjects to gain the core subject indicator.

All-Wales Core Data sets

Inspection reports may refer to a school's performance relative to a family of schools or to schools with a broadly similar proportion of pupils entitled to free school meals.

In relation to free school meals, schools are placed into one of five bands according to the three-year trend in the proportion of pupils entitled to free school meals in the school. The school's performance is then placed into quartiles (from the top 25% to the bottom 25%) in relation to how well it is doing compared with other schools in the same free school meal band.

The Welsh Government created the families of schools (typically a group of 11 schools) to enable schools to compare their performance with that of similar schools across Wales. The composition of the families draws on a number of factors. These include the proportion of pupils entitled to free school meals and the proportion living in the 20% most deprived areas of Wales. They also draw on the proportion of pupils with special education needs at school action plus or with a statement of special educational needs, and pupils with English as an additional language.