



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

**Hakin Community Primary School
Waterloo Road
Hakin
Milford Haven
Pembrokeshire
SA73 3PB.**

Date of inspection: June 2012

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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Context

Hakin Community School is in Milford Haven in Pembrokeshire. It was established in January 2011 as an amalgamation of Hakin Junior School and Hakin Infant and Nursery School. This is its first Estyn inspection in its current form. Nearly all pupils live locally with a few pupils coming from the surrounding area. Pupils come from a variety of backgrounds and the school describes the area it serves as having some significant economic and social disadvantage. Around 32% of pupils are entitled to free school meals. This is above local and national averages and is rising slowly.

There are currently 316 pupils on roll organised into 13 classes, two of which are for pupils who receive additional support for speech and language. The classes are taught by 10 full-time and five part-time teachers. They are assisted by 28 full-time and 14 part-time learning support staff. The school admits pupils to the nursery at the age of three.

The school has five pupils who are “looked after” by the local authority. No pupils receive support for English as an additional language. Around 36% of pupils have additional learning needs and one pupil has a statement of special educational need. English is the home language of almost all pupils. Two pupils received fixed-term exclusions within the last year.

The individual school budget per pupil for Hakin Community Primary School in 2011-2012 means that the budget is £4,004 per pupil. The maximum per pupil in the primary schools in Pembrokeshire is £5,323 and the minimum is £3,000. Hakin Community Primary School is 11th out of the 61 primary schools in Pembrokeshire in terms of its school budget per pupil.

Summary

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

Current performance

The overall judgement on the current performance of the school is good because:

- most pupils achieve well and make good progress;
- pupils achieve good levels of wellbeing;
- most teaching challenges and engages pupils successfully;
- almost all pupils assess their own and the work of others effectively; and
- most pupils have a strong input into what and how they learn, which helps raise standards of achievement.

Prospects for improvement

The overall judgement on the prospects for improvement is good because:

- the headteacher provides effective leadership;
- leaders and managers have a clear vision and set appropriate priorities for improvement;
- the governing body supports and challenges the school well;
- initiatives such as developing younger pupils' reading skills and tackling social disadvantage are impacting highly on pupil standards of achievement and wellbeing; and
- the amalgamation of the two previous schools is progressing very well.

Recommendations

To further improve the school should:

R1 raise standards of reading for older key stage 2 pupils;

R2 improve standards of and provision for Welsh language; and

R3 ensure greater consistency in marking pupils' work so that pupils are clear about what they need to do to improve.

What happens next?

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

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Pupils enter school with skills that are below those normally expected of pupils of a similar age. They make strong progress in the Foundation Phase and this progress is maintained in key stage 2.

Most pupils' speaking and listening skills are well developed. They listen carefully in class and provide sensible advice and support to each other in lessons. Many speak well, for example when making presentations, or when discussing parts of speech in a poetry lesson. Younger pupils talk clearly to the rest of the class about models they have made for their topic work.

By the end of Year 2 many read fluently, show a sound awareness of punctuation and talk confidently about their favourite parts of a story. By Year 4 most pupils can read clearly and more able pupils show good fluency and expression. Most know what authors and illustrators do and how the 'blurb' can help influence a choice of reading matter. Many pupils can describe confidently their preferred authors or types of books. More able pupils can explain what is likely to happen next in the story and give valid reasons for their choice. Although pupils in Year 6 read clearly and fluently, they do not consistently read widely enough or with enough expression. A minority do not use successfully the higher order reading skills such as inference, deduction or scanning for information. Most older pupils make very good use of information and communication technology for research purposes.

In Foundation Phase Year 2, pupils have good phonic skills and use these effectively to write unfamiliar words and develop their everyday spelling. They write neatly and for a range of purposes. Most pupils in key stage 2 are able writers. They write at length and for a variety of purposes and audiences. They have a good grasp of parts of speech and generally write clearly and imaginatively. A majority spell adequately but many pupils do not consistently write neatly enough.

Many pupils make suitable progress in Welsh language skills in the Foundation Phase. However, in key stage 2 this progress is not consistently maintained. By the end of Year 6 most pupils' reading in Welsh and written work is appropriate but their oral skills are limited outside of Welsh lessons. Many understand the instructions and the incidental Welsh used by staff but few are confident when speaking Welsh to others.

In both key stages pupils receiving free school meals often achieve more highly than those pupils who do not. In the Foundation Phase, boys do not achieve as well as girls and the gap is widening, but, in key stage 2, boys regularly achieve better than girls. Most pupils who need extra help with their learning, including those in the resource provision classes, make good progress and achieve well. More able pupils in mainstream classes, generally achieve appropriately.

Results in end of key stage assessments for 2011 in English, mathematics and science place the school close to the average for schools in Wales and within the local authority. Pupils generally perform within the upper 50% in relation to those in similar schools (schools with a similar percentages of pupils entitled to free school meals). When compared to its family (schools which face similar challenges) Hakin Community School performs close to or just above the family average. Trends show a slight rise over the last five years.

Wellbeing: Good

All pupils have a good understanding of healthy lifestyles and of the benefits of eating a proper diet. They feel safe in school. Most pupils are well motivated, and confident in their work. They work well on their own, in groups and in teams. In lessons they begin work quickly, generally stay on task for long periods and take real interest in what they do. Pupils show care, respect and concern for others and a few older pupils take on extra responsibilities as monitors. Most pupils behave appropriately. Little bullying occurs and staff deal with occasional incidences promptly and effectively.

The school council runs well. Members, for example, wrote, introduced and monitor a 'charter' for staff to follow, which sets out ideas that pupils believe help them learn more effectively. As a result, pupils are involved in the planning of topics and are having an increasing influence on what and how they learn. This is a significant strength.

Almost all pupils assess their own and others' work well. They are beginning to use this information to set their own targets for improvement.

Many pupils take part in range of activities within the local community. Pupils have gained a good understanding of the world of work through the successful 'enterprise scheme'.

Most pupils are punctual. Attendance is rising and is currently 94%. In 2011, attendance placed the school in the lower 50% of similar schools.

Key Question 2: How good is provision?	Good
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Learning experiences: Good

In almost all areas of learning the school plans a wide range of suitable experiences that meet effectively all pupils' needs. Pupils' active involvement in planning processes helps engage and interest them in their lessons.

Planning for key skills is progressing well, especially in information and communication technology. Opportunities for pupils to write across the curriculum are well established. Staff provide Foundation Phase pupils with good opportunities to develop their reading strategies through individual and group reading sessions. Older key stage 2 pupils have irregular opportunities to read to an adult and therefore many pupils are unsure of how to improve their reading.

Provision and planning for Welsh language development are good in the Foundation Phase but inconsistent in key stage 2. Many teachers use incidental Welsh when taking the register and giving basic commands but, apart from this, staff do not give pupils enough opportunity to use their Welsh language outside of Welsh lessons. Staff provide appropriate opportunities for pupils to learn about the history and culture of Wales.

The school provides a wide range of extra-curricular activities that are very well attended by pupils. These activities have a very positive impact on pupils' standards and wellbeing, through for example the enterprise scheme for older pupils.

The school effectively promotes the importance of sustainability and global citizenship.

Teaching: Good

Through detailed planning, staff provide a wide range of stimulating learning experiences that enable most pupils to make good progress. In most lessons, staff have very good relationships with pupils and prepare high quality resources to support pupils' learning. Many lessons have good pace where staff engage and challenge pupils and have high expectation of them. They use a range of teaching methods effectively and successfully promote pupils' thinking skills. Teachers and support assistants consistently work well together.

Pupils' ability to assess their own work and others' performance is becoming well established, particularly amongst pupils in key stage 2. Teachers provide good oral feedback to pupils in lessons but they do not always mark pupils' work well enough consistently or provide clear information on how pupils can improve.

The school has a highly effective tracking system to monitor pupils' progress. Data is used very successfully both to analyse performance trends and to target additional support for learners. There is a robust process for confirming the accuracy of teacher assessments. Reports to parents and carers are detailed and informative.

Care, support and guidance: Good

The school provides appropriate provision for pupils' health and wellbeing and spiritual, moral, social and cultural development. It is a caring community where everyone is valued. The nurture groups are particularly successful in supporting pupils with emotional and behavioural difficulties.

Support for pupils with additional learning needs is very well managed and co-ordinated. Staff provide effective support and guidance for these pupils and assess their progress regularly. Parents are appropriately involved in the process. As a result, most pupils achieve well in relation to their ability.

The school, in particular, in the resource base provision, makes effective use of a wide range of outside agencies to support pupils' learning, through for example very strong partnerships with speech and language therapists.

The school has an appropriate policy and has procedures and for safeguarding.

Learning environment: Good

The school is an inclusive community, where pupils are treated with respect and their views are valued by staff. All pupils receive equal access to all areas of the school's provision. Good behaviour and pupil success are celebrated and staff deal well with any issues of unsatisfactory behaviour.

The accommodation in both buildings is bright, welcoming and well maintained. It provides a spacious and accessible environment for pupils, staff and the community. The resource base classes provide a safe and nurturing place for pupils to learn and develop.

There is an adequate range of outdoor learning and play facilities for Foundation Phase pupils. The community garden in the old junior school is a particularly pleasant environment for key stage 2 pupils. An ample supply of good quality resources is well matched to pupils' learning needs.

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

The headteacher provides strong and effective leadership. Since the amalgamation of the former infant and junior schools, he has successfully united all staff in establishing a whole-school ethos with a clear vision and sense of direction. Two deputy headteachers support the headteacher well in setting appropriate strategies for improvement and leading all members of staff in a common purpose. Arrangements to manage teachers' performance are effective.

The governing body is well informed about the school's life and work. Governors have a clear understanding of the school's strengths and how well it performs in comparison to similar schools. They act as the school's critical friends, supporting and challenging the staff to look for further improvements.

The school is successfully addressing national and local priorities in regard to raising standards in literacy and tackling social disadvantage. The school's efforts to tackle social disadvantage, through the appointment of a family liaison officer and the active support for schemes for parents and pupils to learn together, are exceptional. They have had a measurable impact on improving pupils' attendance, wellbeing and standards.

Improving quality: Good

Leaders and managers analyse attainment data rigorously in order to assess the performance of groups of pupils and to compare the school's performance to that of other similar schools. They undertake effectively a range of robust first-hand self-evaluation procedures, including lesson observations and book scrutiny, and consult a relevant range of stakeholders. Consequently, senior staff have a clear picture of the school's strengths and areas for development.

Results are used well to determine priorities in the school improvement plan. The plan is clear and detailed, and allocates responsibilities and resources appropriately. All staff contribute to its effective implementation, with a resulting improvement, for example in standards in information and communication technology.

The school's involvement in a range of professional networks has also had significant impact on raising the standards of reading for younger pupils.

Partnership working: Good

The school benefits from a good range of partnerships. It has been successful in building an exceptional partnership with parents. Initiatives to involve parents in learning alongside their children have resulted in benefits for many pupils who might not otherwise gain the most from their time at the school.

The school has thorough arrangements for the induction of pupils into the Foundation Phase and for the move between sites at the start of key stage 2. Transition arrangements into secondary education at the end of Year 6 are good.

There are strong links with local primary schools. Pupils enjoy sports competitions against neighbouring schools and teachers benefit from sharing good practice, which has resulted in robust standardisation of pupils' work. The school effectively contributes to the local cluster of schools in sharing staff training activities.

There are beneficial partnerships with the local community. For example, strong partnerships with local businesses and charities have increased the benefit pupils gain from their enterprise scheme.

Resource management: Good

The school manages its resources efficiently. Teachers and support staff are deployed effectively, to make best use of their expertise and experience. They receive appropriate training to assist them in meeting the school's improvement priorities. Induction arrangements for new staff are highly effective. Teaching assistants make a significant contribution to raising standards. The school is efficiently managed and the headteacher and governors are well supported by a full-time business manager.

The school has invested in a range of equipment for information and communication technology. This is having a positive impact on pupils' achievement. Because the school make effective use of its funding and resources to promote good progress and standards for its pupils, it provides good value for money.

Appendix 1

Commentary on performance data

Results in end of key stage assessments for 2011 placed the school close to the average for school in Wales and within the local authority. Pupils generally perform within the upper 50% in relation to those in similar schools (schools with a similar percentage of pupils entitled to free school meals). When compared to its family (schools that face similar challenges) Hakin Community School performs close to or just above the family average. Trends show a slight rise over the last five years.

At the end of key stage 1 in 2011, when compared to similar schools, the school was in the upper 50% for performance in mathematics and science. It was in the lower 50% of schools for English and the lowest 25% of similar schools for the core subject indicator (the percentage of pupils who achieve the expected level in English, mathematics and science in combination). Results were slightly above the school's family average in mathematics and science and slightly below in English.

For pupils who achieve the higher level 3 at the end of key stage 1, the school performed above the family average but slightly below similar schools average overall.

In 2011, end of key stage 2 assessments in English, mathematics and science placed the school in the upper 50% of similar schools but in the lowest 25% for the core subject indicator. Results were slightly above the average for the school's family in English and science and slightly below in mathematics.

Pupils achieving the higher level 5 at the end of key stage 2 performed slightly above average for the school's family for English and science and slightly below in mathematics.

In both key stages pupils entitled to free school meals often achieve more highly than pupils who do not. In key stage 1, boys do not achieve as well as girls and the gap is widening. However, in key stage 2 boys regularly achieve better than girls. Most pupils who need extra help with their learning, including those in the resource provision classes, make good progress and achieve well. More able pupils generally achieve appropriately.

Appendix 2

Stakeholder satisfaction report

Responses to the parents' questionnaire

Thirty-two parents responded to the questionnaire. Overall parents express strong satisfaction with the school.

Almost all parents report that their child:

- feels safe in school,
- likes school; and
- is making good progress.

Almost all parents think that teaching is good.

Most parents think the school:

- is well run;
- promotes good behaviour; and
- keeps them well informed about their child's progress.

A few parents believe that:

- pupils' homework does not build well enough on what pupils do in school; or
- there are not enough trips or visits.

Response to the pupils' questionnaire

One hundred and six pupils completed the questionnaire. Almost all say that:

- they feel safe in school;
- the school deals well with any bullying;
- the school teaches them how to be healthy and get regular exercise;
- they are doing well in school;
- they have enough books, equipment and computers to do their work; and
- teachers and other adults help them to do and understand their work.

A few pupils believe that other pupils fail to behave well in class or at breaktimes and lunchtimes.

The pupils' views are generally more positive than those of pupils in other schools across Wales.

Appendix 3

The inspection team

Richard Hawkley	Reporting Inspector
Christopher Dolby	Team Inspector
Veronica Tudor Williams	Lay Inspector
Susan Witchell	Peer Inspector
Nick Dyer	School Nominee

Copies of the report

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

Under the Independent School Standards (Wales) Regulations 2003, the school must provide copies of the report to all parents of the school. Where a pupil is subject to placement by a local authority, a copy of the report should be sent by the school to each relevant authority.

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' (FPR) refers to the year group of pupils in a primary school who reach the age of five during the academic year. FYear 1 refers to the year group of pupils who reach the age of six 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	FPR	FPY1	FPY2	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 four key stages cover the following year groups:

Foundation Phase	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

National Curriculum

Expected National Curriculum levels

- By the end of the key stage 1, at the age of seven, learners are expected to reach level 2 and the more able to reach level 3.
- By the end of the key stage 2, at the age of eleven, learners are expected to reach level 4 and the more able to reach level 5.

Core subject indicator in all key stages

The core subject indicator relates to the expected performance in English or Welsh first language, mathematics and science, the core subjects of the National Curriculum. Learners must gain at least the expected level in either English or Welsh first language together with mathematics and science to gain the core subject indicator.

All-Wales Core Data sets

Schools and local authorities may refer to performance relative to their family of schools. These families of schools have been created to enable schools to compare their performance to that of similar schools across Wales. Families include schools with similar proportions of pupils entitled to free school meals, living in 20% most deprived areas of Wales, having special education needs at school action plus or statemented and with English as an additional language acquisition less than competent.