



## Report summary for parents and carers on Hafod Primary School

**Date of inspection: January 2024**

by Estyn, His Majesty's Inspectorate for Education and Training in Wales

# Overview

Hafod Primary School is a caring, inclusive school with pupils' well-being at its heart. The positive relationships between staff and pupils and among the pupils themselves are a strong feature of the school. Staff know pupils well and respond with sensitivity to their emotional and social needs. This contributes greatly to their well-being and helps pupils to settle easily to school life. Most pupils make good progress from their starting points including those eligible for free school meals. Pupils with additional learning needs (ALN) including those in the learning support class (LSC) make effective progress from their individual starting points.

Teachers and support staff have a strong understanding of pupils' strengths and areas for improvement. For instance, teachers regularly identify short term targets that help pupils understand how to achieve the next steps in their learning. They plan responsive activities that enable pupils to practise and develop the individual skills they are currently working on. These approaches are successful in supporting pupils to make good progress.

Leaders and staff are developing a broad and balanced curriculum that focuses well on developing pupils' skills progressively over time. Pupils across the school have suitable opportunities to contribute to their learning experiences by suggesting ideas for activities at the beginning of each theme. However, overall, opportunities for pupils to make decisions about what and how they learn are at an early stage of development. Younger pupils and those in the LSC have a few opportunities to learn outdoors during lessons. However, outdoor areas are underdeveloped and, across the school, provision for outdoor learning is limited.

The school has a strong track record for making and sustaining improvement. This is particularly evident in the provision for pupil well-being and in the school's beneficial links with its families. The school has a strong culture of safeguarding and arrangements to keep pupils safe are effective. Leaders strive to promote good pupil attendance. However, rates of attendance have not improved well enough over time, particularly for vulnerable pupils where absences have increased.

# Recommendations

- R1 Ensure that all pupils have regular worthwhile opportunities to make choices about what and how they learn
- R2 Provide effective opportunities for outdoor learning across the school
- R3 Improve attendance, particularly for vulnerable pupils

## What happens next

The school will draw up an action plan to address the recommendations from the inspection.



## School context

Name of provider	Hafod Primary School
Local authority	Rhondda Cynon Taf County Borough Council
Language of the provider	English
Type of school	Primary
Number of pupils on roll	112
Pupils of statutory school age	90
Number in nursery classes	11
Percentage of pupils eligible for free school meals over a three-year average (The national percentage of pupils eligible for free school meals over a three-year average in Primary is 23.7%)	27.7%
Percentage of pupils identified as having additional learning needs (a) (The national percentage of pupils identified as having an additional learning need in Primary is 13.2%)	18.9%
Date of headteacher appointment	01/11/2015
Date of previous Estyn inspection (if applicable)	01/03/2016
Start date of inspection	22/01/2024
<p>The school is currently going through a difficult time. During the inspection both the DHT and foundation lead were absent with agency staff covering their classes. As the school is small (four mainstream classes and an SRB) this has had a big impact and the HT was the only member of the SLT in school. Additionally, an NQT took up a position in the Nursery/reception class two weeks before the inspection. Historically staffing at the school has been stable. The Foundation lead was returning to work the week after the inspection. The team was careful to look at teaching over time and not to judge the quality of teaching on observations of agency staff.</p>	

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