



Arolygiaeth Ei Fawrhydi dros Addysg a Hyfforddiant yng Nghymru  
His Majesty's Inspectorate for Education and Training in Wales

**A report on**

**Hafod Primary School**

**Odo Street  
Hafod  
SA1 2LT**

**Date of inspection: February 2023**

**by**

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

## About Hafod Primary School

Name of provider	Hafod Primary School
Local authority	City and County of Swansea
Language of the provider	English
Type of school	Primary
Religious character	
Number of pupils on roll	220
Pupils of statutory school age	166
Number in nursery classes	35
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 23.0%)	31.9%
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 16.1%)	42.8%
Percentage of pupils who speak Welsh at home	0.0%
Percentage of pupils with English as an additional language	40.4%
Date of headteacher appointment	01/09/2021
Date of previous Estyn inspection (if applicable)	01/09/2014
Start date of inspection	27/02/2023

Data reported is sourced from the latest available Pupil Level Annual School Census. These figures may be slightly different to those observed during the inspection.

Further information is available from the Welsh Government My Local School website: [mylocalschool.gov.wales](https://mylocalschool.gov.wales)

- a. The term 'additional learning needs' is being used to describe those pupils on the SEN/ALN register of the school.

## Overview

Hafod Primary School is a welcoming, inclusive school that places a high priority on the well-being of its pupils. Most pupils feel happy and safe in school and behave well in class. They make good progress from their starting points, including those learning English as an additional language (EAL) and those with additional learning needs (ALN). Across the school, pupils make strong progress in reading and numeracy. However, progress in writing and Welsh language skills is less well developed.

The school is developing an engaging curriculum that provides an effective breadth and depth of learning experiences across most areas of learning. Staff provide many activities where younger pupils learn through practical first-hand experiences. However, overall, opportunities for learning through play and exploration, particularly in the outdoor areas, are underdeveloped.

Pupil voice groups support the school's work effectively. Staff ensure that they are involved in decision-making about important aspects of school life. For example, the 'Young Interpreters' share key phrases to develop children's understanding of different languages. The school's provision for developing pupils' understanding of equality and diversity is well developed.

The headteacher provides strong and compassionate leadership and has established an inclusive culture where families and pupils feel a strong sense of belonging. Leaders have worked with the school community to create a clear vision, 'together we can', that is reflected well in the daily life of the school community.

## **Recommendations**

- R1 Improve the indoor and outdoor learning environments to ensure that younger pupils have effective opportunities to learn through play and exploration
- R2 Improve the teaching of extended writing to ensure that pupils develop and organise ideas in their writing effectively
- R3 Ensure that pupils develop their Welsh language speaking and listening skills effectively

## **What happens next**

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

## Main evaluation

### Learning

Most pupils make effective progress during their time at the school. This includes pupils who are eligible for free school meals and those who are learning English as an additional language. Pupils with additional learning needs (ALN) progress well from their individual starting points.

Most pupils make strong progress in developing their oracy and communication skills. In the nursery classes, they develop their vocabulary and confidence well, such as when they name and describe toy sea creatures in the water area. By Year 6, pupils speak with enthusiasm and understanding about their learning. During discussions, they provide good examples to reinforce their points, for instance as they discuss the pros and cons of windfarms.

Many pupils across the school develop their reading skills effectively and show an enthusiasm for books and stories. In the reception class, most listen to a story well and a majority join in with a few phrases such as 'happily ever after'. By Year 2, many read with fluency and expression, taking good account of punctuation such as exclamation marks and inverted commas. Older pupils build on this progress well and develop a range of strategies to become fluent independent readers. Pupils in Year 5 speak with enjoyment about favourite books and those they plan to read in the future.

Many of the youngest pupils experiment with mark making, such as when they use chalk on a large scale to create patterns on the playground. By Year 1, many pupils write simple sentences, and a few make good attempts to write tricky words such as 'terraced houses'. In Year 4, pupils write engaging letters to persuade the local council to install more 'dropped curbs' to help wheelchair users. A few strengthen their points particularly well, using phrases such as 'for instance' and 'without a doubt'. However, overall, pupils' progress in writing is too varied. Opportunities for them to develop their extended writing skills across the curriculum are generally underdeveloped.

Most pupils across the school develop their mathematical and numeracy skills well. In the nursery class, they recognise number digits to five and, by Year 2, many pupils develop simple calculation skills and use numbers to a hundred confidently. As pupils move through the school, most develop a good awareness of times tables and apply this to discrete problem-solving activities well. Older pupils have a good grasp of number and place value. Many calculate fractions and percentages confidently and construct pie charts to organise data, such as when demonstrating the different energy sources used across Wales. More able pupils transfer their maths skills well in a variety of contexts. For example, older pupils apply their mathematical knowledge to solve complex word problems.

Across the school, most pupils develop a wide range of digital skills to support their learning and to help them communicate successfully. Younger pupils learn to use digital programs to control a floor robot and make short animation films well. Year 4 pupils use laptops purposefully to search for information about the Titanic when

producing fact files. Most older pupils display high levels of digital competence. They use a range of applications to present interesting research on current themes, such as world religions. Most create useful databases and spreadsheets confidently, such as when calculating profit and loss during an enterprise week.

Overall, across the school, pupils' Welsh language skills are underdeveloped. In the reception class, many pupils join in with a simple Welsh nursery rhyme using actions or words. Older pupils in Year 6 develop their confidence using a few language patterns to ask and answer simple questions with support. However, pupils' progress across the school is limited and most children do not use Welsh language outside of planned Welsh activities.

Pupils across the school develop their physical, creative and thinking skills well. For example, pupils in Year 1 concentrate and solve problems as they create a drawbridge for their model castle. Pupils in Year 3 explore challenging drawing techniques, such as when they use line to create interesting optical illusions.

### **Well-being and attitudes to learning**

Pupils' well-being and attitudes to learning are a clear strength of the school. There are warm and purposeful working relationships between adults and pupils and, as a result, most pupils feel safe and know who to turn to when they need support. Most pupils know how to keep themselves safe online and older pupils understand why it is important not to share personal information.

Most pupils are polite and respectful to visitors, staff and each other. They are ready to learn at the start of lessons and move independently between one activity and another. Most pupils behave very well, both in lessons and around the school. They understand the purpose of rules and rewards and demonstrate a sense of justice and care for their school. Most older pupils use their voice positively to promote issues that they care about. For example, they show compassion and take positive action after recognising some of the difficulties faced by homeless people.

Many pupils demonstrate enjoyment in their learning. They develop the confidence to communicate with others and speak enthusiastically about their work and experiences in school. They listen well to the ideas and opinions of their peers. For example, pupils in Year 6 discuss the pros and cons of striking with maturity and understanding. Many pupils understand the importance of considering and using the feedback they receive from adults. As a result, they begin to reflect on their work to identify and make improvements.

Many pupils develop leadership skills suitably through the range of pupil voice groups. They respond well to their responsibilities and take pride in supporting their peers. For example, the 'School Sanctuary' group produce 'feelings cards' to help other pupils understand and regulate their emotions. The 'Rights Champions' group have written to and met with local councillors to find out more about the work they do. This supports their understanding of governance and their local community successfully.

Most pupils work well in pairs and in groups, such as when they work together to solve problems in numeracy lessons. From an early age, many pupils develop

effective independence. They concentrate well and display effective levels of perseverance in their lessons. For example, pupils in the nursery class concentrate intently as they thread beads to make a bracelet. Older pupils show resilience and keep going when they encounter the challenges involved in designing and making model wind turbines. Most pupils respond with enthusiasm to new challenges and experiences. For example, they enjoy learning to speak a few words and phrases in Spanish.

Most pupils develop their knowledge of how to keep fit and healthy effectively. They understand that fruit and vegetables are an essential part of a healthy diet and pupils in the 'Senedd yr Ysgol' encourage others to drink water every day. Pupils take advantage of opportunities to develop their physical skills through a range of activities. Over time, many pupils benefit from a range of extra-curricular activities, such as football, creative club and board game club. These support pupils to develop their skills and wider interests successfully.

### **Teaching and learning experiences**

In response to curriculum reform, the school is working towards an authentic and purposeful curriculum that reflects the needs of its pupils successfully. A range of engaging themes capture pupils' interest and enthusiasm well. For example, pupils in Year 6 enjoy visiting the Senedd and developing their understanding of governments around the world during their 'Cynefin' theme.

Staff collaborate well to plan interesting learning experiences to ensure that the curriculum is broad and balanced and builds systematically upon pupils' existing knowledge, understanding and skills in most areas. Teachers encourage pupils to generate ideas for weekly activities, which enable them to contribute to what and how they learn suitably. For example, pupils in Year 4 choose to investigate how many marbles it takes to sink a model boat. This supports their engagement and involvement in lessons successfully.

The school's provision for developing pupils' understanding of relationships and diversity are well developed. Staff engage pupils in thoughtful discussions about social inclusion, the plight of refugees and racial justice. As they move through the school, they learn about the history and experiences of Black, Asian and Minority Ethnic communities effectively. For example, they learn about the life stories of influential and inspirational figures, such as Martin Luther King.

The school provides beneficial opportunities for pupils to develop their understanding of the history and culture of Wales. For example, pupils learn about local history and make use of the nearby beaches and city centre to explore the distant past. They study the work of Welsh artists such as Kyffin Williams and Jack Jones, which supports their creative development well.

Staff across the school develop strong professional relationships with pupils, fostering a supportive and inclusive environment for learning. They show care and understanding and manage pupils' behaviour positively. The school has worked well to develop pupils' digital and oracy skills. This is having a positive impact on pupils' progress in these areas. For example, pupils throughout the school benefit from

regular opportunities to plan and improve their oral presentations when creating short films such as 'The Boy and the Bear'.

Teachers have clear learning intentions for lessons and provide effective explanations to help pupils make progress. In most lessons, the pace of learning is effective and supports pupils to maintain interest and concentrate effectively. Most staff model positive approaches to learning and provide beneficial resources. For example, in Year 1, the teacher provides an illuminated dolls house to bring a story to life.

Teaching in most lessons includes the use of effective questioning to extend pupils' thinking and check for understanding. For example, in the reception class, staff ask questions such as 'How do we know?' to support pupils to justify their answers when discussing days of the week.

Overall, provision for nursery pupils supports their developmental needs successfully. Engaging resources such as glitter and playdough support their imagination and creative skills well. From the reception class to Year 2, provision enables pupils to access a range of planned practical activities with independence. However, overall, opportunities for these pupils to learn through free play and exploration are underdeveloped. The school has recognised the need to improve outdoor learning. It has developed a few areas successfully, such as introducing an obstacle course and a bridge to support physical skills for younger pupils. However, across the school, opportunities for pupils to benefit from outdoor learning are limited.

In most cases, teachers and support staff know their pupils' strengths and areas for improvement well. They encourage pupils and praise them for their achievements. Most staff are beginning to use day-to-day assessment strategies to help pupils reflect on and improve their work successfully. For example, older pupils regularly self-assess their work and respond to feedback from staff. Younger pupils show the teacher if they understand their work or need support by putting their thumbs up or down. This enables staff to address any misconceptions or provide pupils with extra help swiftly.

### **Care, support and guidance**

The school is an inclusive community with a strong nurturing ethos. Everyone at Hafod is committed to creating and maintaining a warm and caring environment where pupil welfare is a priority. Close relationships with parents and carers ensure that families receive timely support to meet their needs, and this contributes effectively to raising pupils' self-esteem and confidence. The school's caring approach is particularly beneficial to pupils and their families who arrive at the school from other countries and supports them well to settle into school life.

The school provides effective support for pupils with additional learning needs. The ALN co-ordinator has a clear understanding of the individual additional needs of pupils in the school. Teaching assistants deliver extensive literacy, numeracy and social and personal programmes in each class. These have a positive impact on pupils' well-being and their ability to learn. The school's procedures to review and update pupils' individual targets help to ensure that most make effective progress.



Pupil voice groups support the school's work effectively. Staff ensure that they are involved in decision-making about important aspects of school life. For example, the 'Senedd yr Ysgol' contribute to developing the school's vision for its curriculum. After consulting their peers, they found that pupils across the school were concerned about hunger within the community. As a result, the school has developed close links with a local 'community fridge' project that provides food at an affordable cost.

Leaders and teachers are positive role models for pupils and promote values such as kindness and empathy well. The school ensures that pupils learn about equality and diversity effectively through the curriculum and school routines. They provide beneficial opportunities for pupils to share their cultural experiences relating to countries that reflect their heritage. The school celebrates Dydd Gwyl Dewi, providing useful opportunities for pupils to learn about the culture and heritage of Wales. Staff encourage pupils to celebrate and respect their diverse community successfully through, for example, a range of activities during 'everyone is different' week.

The school supports pupils to engage with the arts through the school curriculum and extra-curricular activities. For example, pupils in Year 1 develop their artistic skills and knowledge of their locality when working with an artist to create models of local landmarks. The school places importance on providing a rich and varied range of visits to engage pupils to enhance their learning. Pupils in Year 6 participate in a residential trip, and events that allow them to gain and build on a range of skills. Many of these experiences support pupils to become more adventurous and resilient.

The school has effective arrangements to promote exercise and healthy eating and drinking and, as a result, most pupils develop an understanding of the importance of choosing a healthy lifestyle. Engaging activities such as Bollywood dancing develop pupils' physical skills well and encourage them to enjoy physical activity.

The school provides well for pupils' spiritual, moral and ethical development. The messages related through collective worship and classroom activities encourage pupils to reflect on their own beliefs and values effectively. The school provides a quiet space for pupils to pray during the school day. This is appreciated and valued by the pupils who use it.

The school monitors pupils' attendance robustly. The family liaison officer works closely with all pupils whose attendance gives cause for concern and for those who are late in the morning. This has a positive impact on improving attendance rates for these pupils. There is a strong culture of safeguarding within the school and the school's arrangements to keep pupils safe meet requirements and give no cause for concern.

### **Leadership and management**

Since his appointment, the headteacher has worked diligently alongside senior leaders to create a strong team ethos. At the same time, he has worked with staff to ensure that the well-being of pupils remains a key priority. He provides strong and compassionate leadership and, in a relatively short period of time, has established an inclusive culture where pupils feel secure and have a strong sense of belonging. Across the school, all staff have a strong understanding of the diverse needs of

individual pupils and the local community. They have a 'together we can' approach and strive with passion to meet these needs effectively.

All leaders have high expectations of themselves, their staff and pupils. They demonstrate sound professional values and are good role models for aspiring leaders to follow. Working closely with the school community, the headteacher has embedded a whole school vision that is clearly understood by all staff and pupils. The leadership structure and increased distribution of roles and responsibilities is developing well and supports school improvement successfully. For example, teachers as well as senior leaders take responsibility for leading areas of learning effectively.

Leaders use a range of evidence to evaluate the progress and standards of pupils' work. Self-evaluation processes are robust and provide leaders with clarity over the school's strengths and areas for improvement. For example, they consider feedback from pupils when reviewing and refining termly topics. Overall, information from self-evaluation activities is used well to improve the quality of teaching and other provision. This supports pupils to achieve better outcomes effectively.

Leaders co-ordinate the performance management of staff well, and ensure that they have meaningful professional learning opportunities to improve their practice. These relate effectively to school improvement priorities as well as individual areas for development. Professional learning has a direct impact on outcomes for pupils. For example, training to improve the teaching of digital skills has resulted in pupils across the school developing their confidence and ability in this area. A strength of the school's professional learning programme is the training delivered to improve provision for pupils with additional needs. Support staff attend a wide range of courses delivered by the local authority and share their learning with colleagues to disseminate good practice. This develops their professional knowledge and leadership skills effectively. Leaders monitor the impact of professional learning suitably.

Leaders and staff develop close working partnerships with parents. This results in many parents feeling that the school always acts in their best interests. Specialist agencies attend the school regularly to provide parents with support and advice. Staff support parents sensitively. For example, they help parents to better understand how to support their children's learning and behaviour. The dedicated family liaison officer works effectively with parents and arranges for them to seek professional advice when needed, such as support for mental health.

Work to address national priorities is progressing well. In line with Welsh Government reforms, leaders are implementing changes to the provision for pupils with ALN successfully. The school is making good progress in realising the Curriculum for Wales and all staff have a good understanding of the design and planning process. As a result, staff prepare more authentic learning experiences for pupils. Leaders provide a useful range of measures to address the impact of poverty, such as 'free fruit Fridays' and a 'pre-loved' uniform shop. The school tracks the progress of learners well and implements actions for the most vulnerable groups, such as specific well-being interventions. Leaders have been less successful in developing opportunities for pupils to develop their Welsh language skills.

Governors work well with the headteacher and staff and provide valued support to the school. They know and represent the school and community well. Governors contribute appropriately to monitoring activity by visiting the school, talking to pupils and looking at their work. This helps them to keep up to date with the school's progress in implementing improvement work. Governors have opportunities to meet with leaders, and staff and this supports their understanding of how new developments are progressing. Governors make appropriate arrangements to promote healthy eating and drinking in school and effectively help to maintain a robust safeguarding culture.

School leaders and governors oversee finances well and make sensible decisions that support pupils' learning. For example, they recognise the need to develop the outdoor areas and school grounds. The school uses its grant funding effectively to ensure targeted support for vulnerable pupils and to provide them with experiences that they might not otherwise have. These include working with local artists, providing swimming lessons and subsidising trips and visits to places of interest. These experiences raise pupils' appreciation of what the world has to offer and support them to develop new skills and interests.

## Evidence base of the report

Before an inspection, inspectors:

- analyse the outcomes from the parent/carer and pupil questionnaires and consider the views of teachers and the governing body through their questionnaire responses

During an inspection, inspectors normally:

- hold a meeting with parents/carers to hear their views on the school and its effectiveness
- meet the headteacher, governors, senior and middle leaders (where appropriate) and individual teachers to evaluate the impact of the school's work
- meet pupils to discuss their work, to listen to them read and to gain their views about various aspects of their school
- meet groups of pupils in leadership roles, such as representatives from the school council and eco-committee
- visit a broad sample of classes, including learning support groups and undertake a variety of learning walks to observe pupils learning and to see staff teaching in a range of settings, including classrooms, support groups and in outdoor areas
- where appropriate, visit the specialist resource base within the school to see pupils' learning
- observe and speak to pupils at lunch and break times and at a sample of after-school clubs, where appropriate
- attend assemblies and daily acts of collective worship
- look closely at the school's self-evaluation processes
- consider the school's improvement plan and look at evidence to show how well the school has taken forward planned improvements
- scrutinise a range of school documents, including information on pupil assessment and progress, records of meetings of staff and the governing body, information on pupils' well-being, including the safeguarding of pupils, and records of staff training and professional development

After the on-site inspection and before the publication of the report, Estyn:

- review the findings of the inspection alongside the supporting evidence from the inspection team in order to validate, moderate and ensure the quality of the inspection

## Copies of the report

Copies of this report are available from the school and from the Estyn website ([www.estyn.gov.wales](http://www.estyn.gov.wales))

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

Every possible care has been taken to ensure that the information in this document is accurate at the time of publication. Any enquiries or comments regarding this document/publication should be addressed to:

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