



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

A report on

Hendredenny Park Primary School

**Groeswen Drive
Hendredenny Estate
Caerphilly
CF83 2BL**

Date of inspection: November 2024

by

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

About Hendredenny Park Primary School

Name of provider	Hendredenny Park Primary School
Local authority	Caerphilly County Borough Council
Language of the provider	English
School category according to Welsh-medium provision	
Type of school	Primary
Religious character	
Number of pupils on roll	258
Pupils of statutory school age	192
Number in nursery classes	38
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 22.9%)	7.5%
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 11.1%)	2.6%
Percentage of pupils who speak Welsh at home	*
Percentage of pupils with English as an additional language	*
Date of headteacher appointment	01/01/2005
Date of previous Estyn inspection (if applicable)	01/05/2017
Start date of inspection	26/11/2024

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

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

Summary

Leaders and staff at Hendredenny Park Primary School have high expectations for pupils' well-being and learning. Pupils show high levels of engagement and make good progress from their different starting points. Pupils feel safe and happy in the school's inclusive environment, their behaviour is exemplary, and they attend school regularly.

The school has developed a curriculum that provides pupils with a range of authentic learning experiences. They benefit from a wide range of visits that deepen their knowledge and understanding, for example, of the culture and history of Wales. Teachers plan effectively to develop pupils' literacy, mathematical and digital skills. However, in a minority of lessons there is a tendency for teachers to over-direct learning, and this limits opportunities for older pupils to develop their independent thinking skills.

The school promotes a strong culture of reading and pupils develop their reading skills rapidly from an early age. The provision for pupils' digital and Welsh skills is strong and pupils across the school use these skills confidently in their learning. Pupils develop as skilful mathematicians and apply their numeracy skills purposefully, for example when calculating the profit from selling honey from the school's bees.

The school's governors provide valuable support and have a good knowledge of the school's work in implementing national priorities. They monitor the school's budget closely and evaluate the impact of grant funding effectively. Leaders communicate effectively with parents and carers and enable them to support their child's learning at home.

Recommendations

We have made one recommendations to help the school continue to improve:

- R1 Ensure that older pupils develop their independent, thinking and problem-solving skills

What happens next

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

Main evaluation

Leaders at Hendredenny Park Primary School effectively communicate the school's vision 'excellence for all, in all, by all'. Staff, pupils and members of the governing body share this vision and implement it successfully across the school. As a result, most pupils show high levels of engagement and make good progress from their individual starting points.

The school's support for pupils' well-being is a strength. Leaders and staff work diligently to ensure that the school is a calm and inclusive environment where everyone displays mutual respect. The behaviour of pupils is exemplary, and they attend school regularly. They feel safe and well cared for, and trust that adults will support them if they have any worries or concerns.

Across the school, staff are effective language role models. Teachers plan a range of authentic and stimulating learning experiences that develop pupils' communication skills well. In the younger classes, pupils respond to a trip to the theatre by describing how Red Riding Hood can bake cakes for her granny. By the time they reach Year 6, most pupils talk confidently with a broad range of descriptive vocabulary. The school develops pupils' reading skills exceptionally well.

Spotlight 1: Developing pupils' reading skills

Staff across the school promote a strong culture of reading. The school's approach to developing early reading skills is highly effective and leaders share information regularly with parents so they can support their child at home. Pupils in the younger classes enjoy listening to and reading a broad range of texts and discuss them enthusiastically. In the older classes, most pupils read a range of fiction and non-fiction texts accurately and they use them to support their work. For example, pupils in Year 6 clearly explain the water cycle and understand technical terms such as precipitation, following their research using information books

The school has developed a curriculum that provides pupils with a range of interesting and purposeful learning experiences. Teachers plan worthwhile opportunities for pupils to explore their local community and visit Welsh heritage sites, and through these experiences they extend their learning and develop their skill. For example, older pupils visit the site of the Senghenydd colliery disaster and write fictional diary accounts of the events following the explosion. Leaders actively promote the Welsh language in lessons and around the school. Most pupils are enthusiastic about the language and make good progress in developing their oracy skills.

Teachers plan meaningful opportunities for pupils to develop their mathematical skills systematically and most pupils develop as confident and skilful mathematicians. By the end of Year 2, most pupils can complete a range of calculations in the four operations. Teachers provide a range of authentic contexts for pupils to use their mathematical skills. For example, the youngest pupils recognise and count to 10 using a variety of natural materials such as leaves. In the older classes, pupils use their numeracy skills when calculating electricity usage in the home.

Staff provide a wide range of opportunities for pupils to develop their creative skills well. For instance, pupils produce artwork using materials such as clay and textiles that are displayed prominently around the school. They enjoy singing in collective worship and learn to play a range of musical instruments including ukeleles and recorders.

In most lessons, teachers use questioning and feedback effectively to support pupils' learning. They have a good understanding of the progress pupils make and provide additional support when required. Teaching assistants are effective in their roles and support groups of pupils and individuals well. However, in a minority of lessons there is a tendency for staff to over-direct pupils' learning activities. This limits the opportunities for older pupils to take ownership of their learning and develop their thinking skills independently.

School leaders value pupils' opinions and pupils develop their leadership skills effectively through their participation in a broad range of leadership groups. They listen to other pupils' views and use available funding to bring about improvements. For example, the school council bought a range of playground equipment to improve pupils' play at breaktimes. The school provides beneficial opportunities for pupils to develop their entrepreneurial skills, including learning about product design and profit. Older pupils developed these skills when harvesting the honey from the school bees, designing labels and selling jars to parents and carers.

Spotlight 2: Pupils' regular use of digital skills

Across the school, staff plan effectively for pupils to use digital devices to support their learning. For example, younger pupils use programmable toys to make a trail to Bethlehem and regularly save their work to an online portfolio. Older pupils use coding to communicate their learning to others, for instance when creating an animation to demonstrate the water cycle. As a result, most pupils develop strong digital skills and use them purposefully in a range of contexts

Leaders and governors have successfully addressed many national priorities including the implementation of Curriculum for Wales and additional learning needs (ALN) reform. Staff know the pupils well and provide a good range of approaches to support their individual needs. As a result, most pupils with ALN make good progress towards their individual targets.

Senior leaders have high expectations and communicate them effectively to staff, pupils and parents. They place a strong emphasis on developing leadership across the school and roles and responsibilities are distributed purposefully. Leaders use a suitable range of monitoring and self-evaluation processes, including regular use of questionnaires and looking at pupils' work. These lead to improvements in provision, for example to raise the level of challenge in mathematics lessons.

School governors are well informed and supportive of the school. They bring a wide range of knowledge and experience to their many responsibilities. They are developing their role in supporting leaders, for example when tracking progress of the school's improvement targets. They monitor the school's budget closely and evaluate the use of grant funding, for instance by ensuring that it develops the reading and mathematical skills of pupils experiencing poverty.

The school maintains strong links with parents and carers. Overall, parents feel that staff are approachable and accessible, and that staff know their children well and will address any concerns swiftly.

Additional information

The school's arrangements for safeguarding pupils do not give any cause for concern.

The school's arrangements for site management do not give any cause for concern.

The school has appropriate arrangements for promoting healthy eating and drinking.

Leaders and governors manage the school's finances appropriately, including the use of the pupil development grant.

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

Appendix 1: Numbers – quantities and proportions

The report makes references to different quantities and proportions e.g. '*most pupils...*' or '*very few pupils...*'. We use these terms to describe quantities and proportions as outlined in the table below:

nearly all =	with very few exceptions
most =	90% or more
many =	70% or more
a majority =	over 60%
half =	50%
around half =	close to 50%
a minority =	below 40%
few =	below 20%
very few =	less than 10%

Copies of the report

Copies of this report are available from the school and from the Estyn website (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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