



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

**A report on**  
**Dunvant Primary**

**Dunvant Road  
Dunvant  
Swansea  
SA2 7SN**

**Date of inspection: June 2022**

**by**

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

**This report is also available in Welsh.**

## About Dunvant Primary

Name of provider	Dunvant Primary
Local authority	City and County of Swansea
Language of the provider	English
Type of school	Primary
Religious character	
Number of pupils on roll	365
Pupils of statutory school age	272
Number in nursery classes	59
Percentage of pupils eligible for free school meals over a three-year average <i>(The national percentage of pupils eligible for free school meals over a three-year average in Primary sector is 21.3%)</i>	9.6%
Percentage of pupils identified as having additional learning needs (a) <i>(The national percentage of pupils identified as having an additional learning need in Primary sector is 22.2%)</i>	17.6%
Percentage of pupils who speak Welsh at home	0%
Percentage of pupils with English as an additional language	2.6%
Date of headteacher appointment	01/01/2017
Date of previous Estyn inspection (if applicable)	24/05/2013
Start date of inspection	20/06/2022

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](http://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

Pupils enjoy learning and are enthusiastic during lessons and in activities around the school. This is mainly due to the very positive working relationships that they have with their teachers and other staff. There is a vibrant and inclusive atmosphere at the school. The specialist teaching facility, and its pupils, are an integral element of daily school life.

Overall, the school environment promotes beneficial learning opportunities. Learning is particularly successful in classrooms, but the outdoor provision is not consistent and equitable across the school. Teaching is engaging and well planned and lessons are fun. They meet pupils' needs effectively. This helps most pupils to make strong progress in developing their literacy and numeracy skills, and they achieve well from their starting points. However, teachers do not always allow pupils to use their well-developed independent skills, for example when writing extended pieces of work.

All staff promote a positive ethos of support and care for pupils in all areas of the school. This encourages pupils to take responsibility for their own well-being and behaviour extremely well and contributes to their positive attitudes to learning and their resilience to persevere with challenging tasks. The school helps pupils to build confidence in themselves as individuals, while also developing a strong respect for the feelings of others.

Pupils' speaking in English, listening, reading and numeracy skills make rapid progress as they move through the school, and many use these skills effectively across all areas of the curriculum. However, generally, pupils do not develop their Welsh oracy skills well enough.

Leaders evaluate the school's work to plan for improvements thoroughly. The headteacher provides strong and effective leadership, with a determination to succeed for the benefit of pupils and the community. The senior leadership team, the staff and the governors share her purposeful vision, and they work together well to ensure that the school is successful.

The headteacher shares responsibilities effectively among staff and provides innovative opportunities for professional learning. This contributes to a thriving whole-school ethos, where staff and pupils feel valued for their contributions to school life.

## **Recommendations**

- R1 Improve pupils' Welsh oracy skills across the school
- R2 Ensure that teachers provide opportunities for pupils to write extensively using their well-developed independent skills
- R3 Ensure that learning experiences in the outdoors are consistent and resourced equitably across the school

## **What happens next**

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

Estyn will invite the school to prepare a case study on its work in relation to creating and operating a secondment project for teachers in Swansea, to enrich their teaching and leadership skills through working for a year in another school, for dissemination on Estyn's website.

## Main evaluation

### Learning

Many pupils enter the school with skills that are at or above the expected level for their age. Most pupils achieve well across all areas of the curriculum, with many of them making very strong progress in their speaking, listening, reading and numeracy skills.

Most pupils with additional learning needs progress well and pupils in the specialist teaching facility make strong gains in their learning. Across the school, pupils needing support access all aspects of the curriculum successfully and they make purposeful progress from their starting points.

Most pupils' speaking and listening skills develop quickly. As they move from nursery to Year 2, they gain in confidence and answer questions skilfully while interacting with their peers. For example, Year 1 pupils explain assertively how to use a pipette to measure liquid accurately in millilitres, to make a healing potion for injured bees. From Year 3 onwards, pupils make significant progress and develop a sophisticated vocabulary. They listen attentively to each other and engage in mature discussions, such as reflecting on a miner's elegy. Many pupils in the specialist teaching facility develop beneficial speaking and listening skills, with adult support, to access a wide range of interesting and stimulating activities.

Most pupils make rapid progress in developing their reading skills. Most of the youngest pupils learn the sounds of letters quickly and, by Year 2, many pupils read confidently. They tackle unfamiliar words using a variety of phonic strategies purposefully. By Year 6, most pupils are assured and competent readers, and they are well equipped to decipher challenging texts. For example, they name their favourite authors and discuss the authors' differing styles with clear understanding.

Most pupils use their well-developed speaking, listening and reading skills effectively in subjects across the curriculum. As a result, many pupils make good progress in their writing. Soon after starting school, many pupils form letters correctly and begin to develop coherent sentences in a range of contexts. By Year 2, many write competently with accurate punctuation and grammar. As pupils progress from Year 3 to Year 6, many write effectively in a broad range of genres. For example, Year 5 pupils write engaging articles on the effect of the industrial revolution on British society. Most pupils edit and redraft their work securely and use imaginative vocabulary successfully to enrich the final product. However, pupils do not have enough opportunities to use their well-developed independent skills effectively enough, when writing across the curriculum to produce pieces of extended writing.

When speaking Welsh, most of the youngest pupils develop a suitable vocabulary of simple words and phrases and respond to basic commands and greetings appropriately. By Year 2, most pupils understand and speak simple phrases, such as expressing their likes and dislikes. Progress for most pupils slows as they get older and by Year 6 pupils demonstrate a limited recall of simple sentence structures and relevant vocabulary. As a result, their Welsh oracy skills are underdeveloped.

Most pupils use effective numeracy skills very well. The youngest pupils learn to count in context quickly through practical activities, such as sorting and matching different objects. Most pupils utilise the skills learnt in mathematics lessons to complete challenging numeracy tasks enthusiastically and pupils in the specialist teaching facility develop effective numeracy skills. By Year 2, most pupils are competent mathematicians, and they identify and balance three-dimensional shapes together to complete complicated structures. This strong progress continues between Year 3 and Year 6. For example, many of the oldest pupils plot and identify co-ordinates in four quadrants successfully and use collated data on temperatures in Costa Rica to draw line graphs accurately. They also use their skills well in authentic contexts, such as managing a budget in an enterprise project for a community fair in Swansea.

Most pupils develop sound digital skills. By Year 1, most pupils can use a tablet to access learning activities, and they can programme a toy successfully to navigate along a prescribed path. Year 2 pupils produce interesting collages by taking and arranging pictures using a graphics programme adeptly. Most older pupils enhance their digital skills appropriately. For example, most pupils in Year 3 and Year 4 edit stories and word process effectively and create useful questionnaires. By the time pupils reach Year 6, most are competent across an appropriate range of digital skills and they write simple programs to create games, such as navigating a bee back to its hive. Most pupils create spreadsheets efficiently and they produce films using a green screen.

Most pupils develop their artistic and creative skills well. This is particularly true of the youngest pupils, who create art and role-play in a wide variety of contexts. For example, nursery pupils make cakes enthusiastically in the mud kitchen using the surrounding flora and fauna. Additionally, nearly all pupils in the specialist teaching facility embrace the freedom to experiment and develop their creativity in the soft play area and the sensory room.

Across the school, most pupils develop their thinking skills well. They use effective strategies to resolve tasks and they persevere diligently when problem-solving. They state coherently that finding challenging tasks difficult is beneficial to their learning. As a result, most pupils enjoy puzzles and problems and attack them with relish.

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

Nearly all pupils are proud members of the school and they feel safe within its inclusive environment. They relish the opportunities to develop relationships with friends and staff and many pupils are excellent representatives of the school. They take great pride in discussing their work and the ethos of the school with each other and visitors.

In classes, in the specialist teaching facility and around the school, nearly all pupils are extremely polite and respectful towards each other, staff, and visitors. An exceptional feature is the friendly ethos that permeates throughout the school. Nearly all pupils arrive happily and talk enthusiastically about their learning. Nearly all pupils' behaviour, both in lessons and during playtimes, is outstanding.

Most pupils understand how to stay healthy by eating a balanced diet, drinking water, and having an active lifestyle. For example, in the reception class, most pupils identify healthy foods accurately in their role-play areas. Many pupils enjoy extra-curricular activities at the school, which include a range of sports-based opportunities and artistic clubs, such as the choir.

Nearly all pupils appreciate the importance of regular exercise and the pupils in the specialist teaching facility embrace the beneficial opportunities to play and explore in the soft play and sensory rooms. Nearly all pupils, across the school, enjoy their regular physical education lessons and their physical skills are developing well. Older pupils explain how mental health strategies, such as mindfulness, are extremely important to ensure a balanced lifestyle. Year 6 pupils describe eloquently their project to develop an area of the school grounds to support emotional well-being, stating that it is a peaceful space to relax and enjoy a stress-free break.

Nearly all pupils feel safe at school and they have a sound awareness of how to keep themselves and others safe online. For example, they know that they must not disclose their passwords to others. Nearly all pupils explain sensibly that they have high levels of trust for staff and that they are content to discuss any concerns with them. Additionally, they are confident that the staff will listen to them and take account of their concerns.

Nearly all pupils understand the importance of maintaining positive attitudes to their work and they persevere and demonstrate resilience when completing tasks. They work with their peers well to solve problems before seeking support from adults, and they use the 'Three before Me' strategy purposefully during lessons.

Nearly all pupils settle quickly in lessons and are developing well as capable and aspirational learners. Most pupils contribute their ideas to the planning of topics and how teachers follow these up when these are planning learning experiences. As a result, most pupils engage well in their learning and remain focused for extended periods of time. Most pupils show pride in their work and react positively to feedback from their peers and adults. They use oral and written feedback well to make improvements in their work.

Nearly all pupils understand clearly that their pupil voice groups link to the four purposes of Curriculum for Wales and that they have a responsibility to ensure that their voices are heard by others. They show a firm understanding of their responsibilities and play an important part in making decisions, which have a significant effect on the school's daily life.

Nearly all pupils are well informed about worldwide issues., Many older pupils speak and debate about their rights as children confidently. They are caring towards each other and work and play together in harmony. They have a buddy system for playtimes, and this helps them to support their friends who are feeling lonely.

Nearly all pupils respect the environment and understand how their decisions and choices affect it. They demonstrate enthusiasm and excitement when outlining their plans to develop an area within the school grounds to attract bees, following a whole school focus on conservation issues. Most pupils show empathy towards others and

are keen to support those who are in need. The school contributes to several national and local charities throughout the year.

Owing to the coronavirus pandemic, inspectors will not report pupils' rates of attendance during the academic years 2020-2021 and 2021-2022. Inspectors will, however, consider the school's provision for monitoring and improving attendance as part of inspection area 4.

## **Teaching and learning experiences**

Teachers provide a stimulating and imaginative curriculum that develops pupils' interests and wider skills effectively. The curriculum is designed innovatively to meet the requirements of the Curriculum for Wales and it is apparent in every class, including the specialist teaching facility. Leaders and staff work collaboratively with pupils, parents and governors to create a shared vision for their own bespoke curriculum. Interesting strategies such as the 'Duke of Dunvant Awards', support pupils to implement this vision during practical activities. From their research, professional learning and trialling of new ideas, staff produce meaningful plans and engaging learning experiences that take good account of the school's place within its locality and the wider world.

Teachers plan coherent termly themes and provide beneficial opportunities for pupils to contribute to how they learn. They provide an effective balance of learning experiences, which provides consistency and progression from nursery to Year 6. Teachers provide a good range of opportunities for pupils to develop literacy and numeracy skills. However, the provision of digital skills is not as well planned.

The curriculum provides purposeful opportunities for pupils to develop their understanding of the diverse nature of societies across the World. Themes based on diversity and equality issues encourage older pupils to explore the contributions of aspirational leaders and civil rights activists effectively.

Teachers use resources from within the local area skilfully to extend pupils' learning opportunities. For example, pupils in Year 3 and Year 4 develop their understanding of the impact of mining on the local landscape and write poetry inspired by Dylan Thomas. The school enriches its curriculum with a range of visits and visitors. For example, younger pupils interview members of the local community and older pupils visit Y Senedd in Cardiff and the Urdd camp at Llangrannog.

Teachers provide well-structured plans to ensure the development of Welsh, both in formal and informal situations. Most teachers model Welsh suitably and provide a broad range of greetings and instructions in Welsh. However, this does not impact effectively enough on developing pupils' Welsh oracy skills. The curriculum provides beneficial opportunities to promote the culture and heritage of Wales across the school, such as studying famous sports people like Gareth Bale.

Teaching in the outdoors is evident across the school and it is particularly effective in the nursery. It aids the development of pupils' problem-solving and physical skills successfully. Teaching in woodland areas and the sensory garden benefit pupils' creativity and collaboration, and the forest area contributes effectively to pupils'



mental health and well-being. However, the provision of outdoor learning is not consistent across the school and resources are not equitable between classes.

Teachers have highly effective working relationships with pupils, which foster a positive and supportive learning environment. This includes a very caring approach to learning in the specialist teaching facility. Teachers have high expectations of pupils' personal and social skills and they manage behaviour successfully. Support staff are integral to the development of pupils' learning and they work together with teachers proficiently. This ensures that all pupils, including those with additional learning needs, receive high quality support and challenge.

Teachers set clear objectives to lessons and provide beneficial written and verbal feedback. Teachers and support staff model language expertly, and the clarity of their explanations is strong, which supports the development of pupils' skills. They recap on previous learning purposefully and intersperse regular 'catch-up' sessions throughout lessons to assess pupils' learning and to clarify any misconceptions. Teachers and support staff question pupils adeptly to enrich their understanding and advance their learning. They also know when to intervene and when to allow pupils to persevere independently. However, there is often too much emphasis on explaining success criteria and scaffolding pupils too much before starting tasks. This hinders opportunities for pupils to use their well-developed independent skills when writing in extended forms.

Teachers use a good range of assessment procedures to assess the next steps in pupils' learning and to inform future planning effectively. They provide regular opportunities for pupils to assess their own learning and that of their peers. Teachers make good use of assessment tools to track pupil progress and monitor learning efficiently. Parents receive informative annual reports about their child's progress.

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

The school is a caring community, and the staff encourage pupils to embrace its supportive and friendly ethos successfully. The positive relationships between staff and pupils and among the pupils themselves are a strong feature of the school. Teachers and support staff know the pupils well and they respond with sensitivity to the pupils' emotional and social needs. This contributes significantly to their happiness and well-being and the supportive atmosphere helps pupils settle in easily to school life. During the pandemic, these beneficial practices embedded further and the school worked diligently to encourage pupils to develop resilient attitudes to learning.

The school has a comprehensive system to gather information on pupils' achievements as they move through the school. Teachers use the tracking system effectively to monitor pupils' progress in their classes regularly. As a result, staff assess pupils' achievements and well-being carefully, which means that teachers develop a deeper understanding of each pupil's needs. Where staff identify issues for improvement, the school provides valuable support and interventions to improve pupils' learning and their personal and social development.

The wide range of intervention programs to improve pupils' basic skills is structured and progressive, and most pupils enjoy taking part in these activities. As a result,

nearly all targeted pupils make good progress from their individual starting points. Intervention and coaching sessions that focus on pupils' well-being are effective and enable pupils to participate in lessons successfully. This enhances their self-esteem and social skills and enables them to share their feelings openly with one another and adults.

The school provides personalised learning programmes for pupils attending the specialist teaching facility that match their needs well. These have a positive impact on their individual progress and achievements. Successful relationships between the staff of the specialist teaching facility and the other teachers and support staff aid pupils' integration into the daily life of the school. The school's strategies to engage with parents and improve their involvement in their children's learning are developing well.

The school works effectively with external agencies to provide specialist support and guidance for pupils. This collaboration develops a range of skills and coping mechanisms successfully for pupils with educational, emotional and social needs. For example, the additional learning needs co-ordinator works closely with local schools through their co-ordinators' group. This leads to valuable strategies for staff to enhance their changing roles in supporting pupils with additional needs. As a result, pupils receive caring and inclusive support from nursery to Year 6 and in the specialist teaching facility.

The school places a strong emphasis on providing a rich and diverse range of trips and visits to support the curriculum. This helps engage pupils in their learning and includes trips to a nearby farm shop for health and well-being sessions and weekly library trips to promote pupils' reading skills. In addition, studies of global atrocities, such as the war in Ukraine, promote pupils' understanding of the importance of values, such as tolerance, and the right to be free from harassment. These activities make a positive contribution to pupils' social skills and cultural understanding. There are also bespoke opportunities to celebrate Welsh heritage and culture, which include local studies on coal mining in Dunvant in the nineteenth century.

Teachers provide stimulating lessons that explore human rights and make a worthwhile contribution to pupils' spiritual and moral development. A positive element of the lessons is that they encourage pupil discussions, which successfully develop pupils' thinking and communication skills. These innovative and structured approaches in personal and social lessons include opportunities to explore issues of equality, diversity and inclusion from around the world.

Staff ensure that pupils' welfare and safety are an integral part of school life and are at the forefront of their daily responsibilities. As a result, the safeguarding culture is strong, and all staff understand their roles and responsibilities in contributing to the safety and well-being of the pupils. The school provides a good range of opportunities for pupils to learn the importance of staying safe. Any persistent absences are monitored thoroughly, and any instances of bullying are addressed well by the school.

## **Leadership and management**

The headteacher and senior leaders focus on placing the school at the centre of its community and set the wellbeing of pupils and their families at the heart of this vision. The governors and staff support this philosophy and implement it into their roles effectively. This includes the staff in the specialist teaching facility, which is embraced as an integral feature of 'Team Dunvant'. As a result, leaders ensure that a caring and supportive ethos exists throughout the school. All staff take pride in the school's motto, 'Aim, Believe, Achieve'. This promotes inclusivity successfully, which has a positive effect on pupils' attitudes to learning, their care for each other and their exemplary behaviour.

Leaders allocate roles of responsibility effectively and they hold staff to account for the quality and impact of their work purposefully. They use the findings of rigorous performance management practices to improve the provision. Leaders focus on refining the quality of teaching and instilling a common understanding of professional values among staff. As a result, they ensure that most pupils make good progress from their individual starting points. Leaders' processes to evaluate the effectiveness of provision are robust and based on a wide range of first-hand evidence. Systems to improve quality include detailed scrutiny of pupils' books, monitoring teaching and analysing internal data on pupils' progress. Leaders gather the views of other stakeholders about the school to inform their practice. For example, they consider the views of parents and carers and act on any findings sensibly, such as adapting the school's entry systems to manage risk effectively.

Leaders have a clear picture of the school's strengths and areas for development. The link between the self-evaluation activities and improvement planning is strong. As a result, leaders prioritise their findings effectively and set reliable targets to move the school forward. In addition, leaders share the school's safeguarding culture with all staff robustly. Governors ensure that pupils eat and drink healthily and advise parents and carers on the importance of nutritious food in their lunch boxes. Leaders kept in close contact with the wider school community throughout the pandemic. They built on the strong relationships that existed with parents and carers. This included distributing food bundles from the school's food bank, and providing individual work packs to support pupils' home learning.

Leaders ensure that staff make the best use of the premises. This includes stimulating outdoor spaces such as the woodland and planting areas. However, authentic resources in these outdoor areas are not shared equitably across the school. Leaders allocate resources in the classrooms effectively and use the pupil development grant wisely to provide specific interventions across the school. As a result, the support staff provide beneficial support to move pupils forward with their learning.

Governors are knowledgeable and their regular input creates systematic improvements throughout the school. They are very supportive of the headteacher and hold her and other senior leaders to account as critical friends. The headteacher informs governors about pupils' learning regularly and advises them realistically on how to improve provision, such as creating sensory rooms and soft play areas. Governors develop a first-hand understanding of the school's activities and they undertake learning walks and discuss pupils' work to measure its quality alongside

teachers. This promotes a valuable understanding of the school's current practices. Governors monitor the budget rigorously and ensure that spending decisions are in line with the school's priorities for improvement, such as investments in digital hardware and online learning packages.

Leaders ensure that staff have access to high quality learning opportunities to support their professional development, which links closely to school improvement priorities. A positive feature of this process is that staff develop skills that they use effectively to improve pupil outcomes. Notable examples are training to develop cross-curricular planning to enhance pupils' learning and emotion coaching to support pupils' well-being.

The school shares effective practices with local schools particularly well, and this supports the school's capacity for continuous improvement beneficially. It provides valuable opportunities for teachers to compare and share their effectiveness with other professionals. The beneficial 'Swansea Secondment' scheme, created and operated by the school, enables teachers to work in other schools for extended periods of time to develop their teaching and senior leadership skills. As a result, the culture of continuous professional learning creates useful learning opportunities, which lead to developing enthusiastic pupils that achieve well.

## **Evidence base of the report**

Before an inspection, inspectors:

- analyse the outcomes from the parent/carers 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 going to press. Any enquiries or comments regarding this document/publication should be addressed to:

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