



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

**A report on**

**Waun Wen Primary School**

**Lion Street  
Waun Wen  
SA1 2BZ**

**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 Waun Wen Primary School

Name of provider	Waun Wen 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	202
Pupils of statutory school age	152
Number in nursery classes	28
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 the primary sector is 21.3%)	47.5%
Percentage of pupils identified as having additional learning needs (a) (The national percentage of pupils identified as having an additional learning need in the primary sector is 20.6%)	44.1%
Percentage of pupils who speak Welsh at home	*
Percentage of pupils with English as an additional language	42.8%
Date of headteacher appointment	01/09/2017
Date of previous Estyn inspection (if applicable)	02/07/2013
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](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

This is a happy school. Pupils enjoy coming to school and feel that they belong quickly. Most behave very well and take part in lessons enthusiastically. They make strong progress in their learning, often from low starting points. Pupils with English as an additional language and those eligible for free school meals make good progress. This is because staff support them very well from the moment they arrive at the school.

All staff care for pupils very well and have their best interests at heart. They understand their needs and there are many effective programmes to support pupils' well-being and help to remove the things that make it more difficult for them to learn. Staff have a clear understanding of the community the school serves. They develop strong relationships with parents and try to include them in their children's education at every opportunity.

Leaders provide clear direction to the school. They make sure that all staff work to improve pupils' lives and get them emotionally ready to learn. There is a strong team ethos at the school.

The school building and site pose many challenges and, although leaders and staff work hard to make improvements, there are still aspects that need attention.

## Recommendations

R1 Address the issues concerning the physical environment of the school that affect pupils' well-being identified in the report

R2 Improve outdoor provision to ensure that it meets the needs of all pupils

## 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 removing barriers to learning, for dissemination on Estyn's website.

## Main evaluation

### Learning

Most pupils start nursery with skills in language, mathematical development and physical development well below those expected for their age. There is significant mobility across the school population and pupils regularly join the school part of the way through their primary education. Many of these pupils have English as an additional language. As they move through the school, most pupils, including those who are eligible for free school meals, those with additional learning needs and those with English as an additional language, make strong progress from their starting points.

Across the school, the many valuable opportunities for pupils to express themselves through art, music, poetry and dance enable most pupils to develop their creative skills well. For example, pupils in Year 1 pay close attention to form and detail when sketching shells with charcoal. Pupils' well-developed creative skills support their ability to contribute to other areas of the curriculum, often before they have developed their communication skills in English effectively.

When they join the nursery class, many pupils find it difficult to listen and to communicate their needs clearly. Their speech, language and communication skills progress quickly as they move through the school. For example, many pupils in the reception class listen attentively to stories and discuss elements of a story, suggesting alternatives for words about feelings and empathising with the characters. Older pupils communicate fluently with adults and talk enthusiastically about their influence on school life and topics that they enjoy.

Throughout the school pupils develop their reading skills well. They are enthusiastic about books and reading. As they move through the school, many pupils develop a good knowledge of letter sounds and use this alongside other techniques to decode new and unfamiliar words. In Year 3 and Year 4, most pupils read with good expression and use punctuation well to maintain clarity and meaning. Older pupils skim through their books to get information quickly.

Pupils' writing develops well across the school. They begin to develop a joined handwriting style as soon as they start to write. In the reception class they experiment with forming letters and, as they move through the school, their control improves, and many pupils develop a neat handwriting style quickly. Most pupils present their work neatly and take a pride in their work. Most pupils make good attempts at spelling new words and use an increasingly ambitious vocabulary. They write confidently in a range of styles and for different audiences, often editing their work to improve their vocabulary choices.

Pupils across the school make strong progress in developing their mathematics and numeracy skills. Teachers place a strong focus on helping pupils to understand the mathematical language required for different topics and, as a result, pupils have a strong understanding of mathematical concepts. For example, in the nursery class, pupils begin to understand positional language through their play when they search for objects in the outdoor area. In Year 5, pupils identify what each part of a decimal

number represents confidently and write these numbers in different forms, such as fractions. In Year 6, many pupils use mathematical models successfully to help them tackle problems and are eager to complete more challenging work. Across the school, pupils make good use of practical apparatus to help them understand their work in mathematics. Many talk confidently about how they approach problems and can explain their methods to others clearly.

Most pupils develop their skills in Welsh appropriately and show enthusiasm for learning the language. Younger pupils follow instructions in Welsh and are beginning to ask and answer simple questions. As they progress through the school, pupils' understanding of the Welsh language develops to include more complex language patterns. Pupils are keen to try to extend their sentences, often by providing reasons for their choices or preferences. During the pandemic, most pupils had reduced opportunities to use Welsh and this has had a negative impact on their overall progress.

Most pupils use technology suitably to support their learning in other areas of the curriculum. Younger pupils develop their fine motor skills well when using programs to draw objects. Older pupils use digital tools skillfully to collaborate on pieces of work, such as presentations of life during World War II. They create and interrogate databases to support a variety of thematic work and are beginning to use spreadsheets to record information.

Pupils' physical skills are developing appropriately. For example, younger pupils balance on, and move between, different pieces of apparatus in the outdoor area. However, pupils' overall physical development is often limited by the constraints of the school environment.

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

Most pupils have high levels of well-being across the school and demonstrate respect for each other, their school and their community. They understand that they are cared for well and have a caring attitude towards others. Nearly all pupils feel safe in school due to the numerous opportunities for pupils to discuss their feelings and emotions through regular well-being 'check-ins'.

Many pupils have suitable opportunities to develop their leadership skills through a range of roles and pupil voice committees. While undertaking these roles, many pupils present themselves with confidence and clarity and identify where their work has made a difference to school life. For example, the influence of the eco committee stopped the use of plastic straws and pupils understand how this helps the environment.

Most pupils know about and understand that they have rights as children. Older pupils talk about their rights in detail, what they mean to individuals and how they are reinforced within the school. They describe countries where pupils' rights are not being upheld and compare their own lives with those in other countries. As they move through the school pupils become increasingly empathetic. They treat others with respect and celebrate the diversity within their school and society enthusiastically.

Generally, pupils have a good understanding of how to keep themselves safe online. For example, they know the importance of protecting their passwords and personal information. They lead assemblies on aspects of e-safety and actively participate in internet safety days, producing posters encouraging safe use of the internet.

All pupils understand the importance of regular exercise to be healthy. This is promoted well by the school's sports ambassadors. Most pupils develop a suitable knowledge of the importance of how to make healthy choices relating to diet.

Most pupils behave well across the school. They are careful when moving around the building, including when using the staircases, and the school playground.

Across the school, most pupils engage fully with their learning. Nearly all talk enthusiastically about their lessons and take pride in showing what they can do. They describe confidently how they have a say in what they learn, for example during discussions at the planning stage of their learning topics.

All pupils settle quickly to work and are conscientious. Most pupils collaborate well with one another. They sustain concentration in lessons, persevering with tasks when completing more challenging work. Pupils in nursery and reception are beginning to demonstrate good independent skills when they choose activities for themselves during their play. As pupils move through the school, they develop their independent learning skills well. Older pupils seek their own solutions to questions or problems and often use a 'self, neighbour, others' approach effectively before asking their teacher for help. Most pupils value and show respect for the contributions of others, for example by allowing others to speak or by remaining calm when others disagree with them. They listen patiently, take turns in paired activities and share equipment well.

Most pupils value and respond to feedback from adults and their peers well. They take time to self-assess their learning and respond to teachers' comments in a positive manner.

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 the inspection.

## **Teaching and learning experiences**

All staff have warm and positive working relationships with pupils. They support those who are less confident, or are new to English, to settle quickly and encourage them to contribute to lessons very effectively. In most classes, learning moves at an appropriate pace and engages pupils successfully. All staff model language well and most have received professional learning to support pupils with specific language needs. The focus on developing pupils' vocabulary in all lessons contributes strongly to the progress that pupils make across the curriculum and is a strength of the school.

Teachers ensure that all pupils receive an appropriate level of challenge and work closely with support staff to ensure that pupils receive the right level of help with their

work to maximise learning. In lessons, staff provide effective feedback to pupils consistently about how to improve their work. They pause lessons usefully to check that all pupils understand what is expected of them and address any misunderstandings promptly.

Teachers provide interesting and imaginative learning experiences that engage pupils successfully. They encourage pupils to be creative and offer many opportunities for pupils to develop their creative skills through poetry, art, drama and music. For example, pupils in Year 3 perform a poem about an iguana and set it to music. Teachers take appropriate account of what pupils would like to learn and include this in their planning. Where pupils have suggested ideas that cannot be accommodated at the time, they often use these as ideas for pupils to access during independent work when they can develop their own interests. As a result, pupils feel that their opinions are valued and they have a say in how and what they learn.

Teachers have considered well, planning for and the implementation of the Curriculum for Wales. They have introduced pupils to the four purposes of the curriculum and already plan against these and the six areas of learning and experience. Teachers are beginning to consider how they may need to adapt their teaching to meet the requirements of the new curriculum but have a strong commitment to aspects of teaching that have been successful overtime. For example, there is good use of practical apparatus to promote pupils' understanding of mathematical skills in all classes and this contributes significantly to the strong progress that pupils make in developing their numeracy skills and to their ability to explain their mathematical thinking with assurance.

There is an effective whole school approach to developing a love of reading and literature. Pupils enjoy opportunities to listen to stories told by their teachers at the end of the day. Teachers place a high value on this activity. In all classes, pupils look forward to this time and talk with enthusiasm about the stories they hear. The development of pupils' reading skills is a priority across the school and there is a systematic approach to developing their skills. Pupils are often able to select a book to read in their home language in school and to share at home. This demonstrates to them how the school values their language, culture and heritage.

Overall, staff have a good understanding of child development and provide suitable foundation learning for pupils. In most instances, pupils have good opportunities to follow their interests and explore and experiment through their play. Adults enable learning well through playing alongside pupils, knowing when to stand back and when to intervene to take learning forward. On a few occasions, activities are too adult-led, and this inhibits the development of pupils' independent learning skills.

Teachers have considered their approach to outdoor learning across the school. They have listened to the views of pupils and, as a result, have thought about how they can make greater use of outdoor spaces, including the nearby park, to enhance pupils' learning. There are good opportunities for pupils from nursery to Year 1 to develop their skills in the outdoor area, but provision for pupils in Year 2 is less well developed.

Adults develop pupils' Welsh language skills well through a systematic approach and daily practice sessions. Pupils have a sense of pride about living in Wales and this is

supported well by many opportunities for pupils to develop their understanding of Welsh culture and heritage and what it means to be part of a modern multi-cultural Wales.

There are good opportunities for pupils to reflect on aspects of equality and diversity. Older pupils learn about peace and conflict and produce their own "I have a dream" speech based on the work of Martin Luther King. Teachers encourage pupils to share and teach others about their home language during lesson time. For example, pupils regularly use another language, such as Mandarin or Arabic, to answer the register or welcome others.

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

There is very strong support for pupils' emotional needs throughout the school. This includes an age-appropriate system to check how pupils are feeling each morning. For example, younger pupils indicate which colour monster they feel closest to. Adults take account of this and sensitively give pupils time to talk if they are unhappy. Since the pandemic, leaders have enhanced provision to support pupils' emotional well-being. These have included providing professional learning for staff and raising pupils' awareness of their emotional well-being and how to keep calm when they feel anxious. During the day, there are systems to help pupils who are struggling with their emotions to self-regulate. Pupils who are struggling to settle have access to trained adults throughout the day to support their engagement in lessons.

The school has a very caring ethos and actively seeks to promote the self-esteem of all its pupils. For example, pupils are selected as members of a variety of pupil voice groups, often because they have an identified skill that they can share with others. They receive training for this role and the trainer supervises their work closely to ensure that it is having the desired impact.

The school is a diverse community and provides good opportunities for pupils to respect the beliefs and backgrounds of others. For example, parents visit the school to talk about their culture and to share different foods. During the pandemic, the school identified a need to support the community with food, clothing and other household products. These are available through a pop-up shop. Staff provide cookery lessons to supplement parents skills and to give ideas to parents from other cultures about how to prepare food found in shops in Wales. Work on respecting pupils' rights features strongly throughout the school. Most pupils have a good understanding of their rights and regularly share information linked to the articles of the United Nations Rights of the Child through assemblies and displays around the school. Daily collective worship reflects the multicultural nature of the school well and includes celebrations from other faiths such as Diwali, Eid and Chinese New Year.

Staff communicate effectively with parents and use bilingual translation services provided by members of staff or qualified translators to promote the engagement of all parents. The school actively celebrates its multicultural community. For example, during World Book Day parents had the opportunity to share stories and poems in their original language. Pupils were then able to read stories in their original language and with translations.

There are well established systems to support pupils who have English as an additional language, and staff apply these robustly from the moment pupils enter the school. Staff give pupils time to build their confidence and early language skills in a new and unfamiliar environment. They use songs, rhymes and lots of repetition to advance pupils' English language skills and, as a result, most pupils make rapid progress. Recently, the school has been recognised for its work in supporting new pupils, including those that are vulnerable, by providing a sense of belonging and enabling them to settle quickly.

There are suitable opportunities for pupils to learn how to be healthy across the curriculum. However, pupils' ability to be physically active at breaktimes is restricted due to the limits and quality of the surface of the play areas.

The school is fully inclusive and provision for pupils with additional learning needs is of a high quality. Staff track and monitor pupils' progress effectively. They know their pupils well and use this information purposefully to ensure that provision is tailored to meet the needs of all pupils. Staff use person-centred practice well. They involve pupils, parents and the views of outside agencies effectively to plan pupils' next steps in learning.

Staff monitor pupils' attendance effectively. Systems to support and challenge low attendance are rigorous and over time have resulted in improved levels of attendance.

The school promotes a culture of safety, empathy, care and support. There is an established system to report safeguarding concerns regarding pupils and the school makes timely referrals to outside agencies when appropriate. Generally, leaders and staff carry out suitable risk assessments and manage risks appropriately. However there are still significant challenges associated with the poor fabric of the building and its outside environment, such as the unevenness of the school yard.

## **Leadership and management**

The headteacher engages well with all stakeholders to communicate the school's vision. She demonstrates compassionate leadership, working effectively alongside senior leaders and the governing body to secure the very best for every child. This helps to promote an ethos of inclusivity and achievement for all. Relationships across the school are very strong and parents appreciate the effort and support that the school provides to support its children and families. For example, they know that the pastoral support officer is there to help them and regularly seek her help and advice.

Leaders pay appropriate attention to all local and national priorities. These are planned for strategically with focused targets for improvement. For example, one of the strengths of the school's approach is the wide range of staff involved in monitoring activities through their areas of learning and experience teams. This helps to ensure that all staff feel that they are part of the school improvement process. Leaders at all levels monitor suitably the impact of actions at an individual pupil level. They involve staff in useful monitoring and evaluation activities to identify strengths and areas for development. For example, leaders pay attention to improving pupils' basic literacy skills. They monitor a range of specific intervention programmes effectively and measure the impact they have on each child's learning. While leaders

at all levels monitor and evaluate provision at an individual pupil level appropriately, there is insufficient focus on the impact of actions at a whole school level.

Governors are very supportive of the school, and they are kept well informed by senior leaders. They help the school to manage and deploy its resources suitably, including the use of the pupil development grant. For example, they monitor planned spending against criteria of the grant well. This has enabled the school to provide appropriate literacy, numeracy and well-being support for its vulnerable learners, including those who are eligible for free school meals. Governors pay attention to closing the poverty gap and note the positive impact that the school pop-up shop has on supporting families in financial need. As a result of engagement with staff, through visits to school and monitoring activities, governors have a clear understanding of the quality of provision. They work with leaders to ensure that there are suitable policies and procedures to promote the importance of healthy eating and drinking among pupils.

Leaders receive appropriate professional development to enable them to carry out their duties effectively. Highly skilled staff support the development of the whole team, ensuring that school priorities are met appropriately. The headteacher and senior leaders work with staff and governors to consider succession planning well. This has encouraged leaders at all levels to develop themselves professionally. For example, middle leaders have undertaken specific school improvement projects, such as work on helping new arrivals to school to settle quickly and to develop a sense of belonging, feeling part of the 'Waun Wen Family'. Leaders note the positive impact this work has had on pupils' well-being.

The headteacher and senior staff collaborate well with cluster schools and external partners to plan appropriate provision, intervention and support. This includes work towards Curriculum for Wales and improving provision for pupils who are vulnerable, for example the school's work to support pupils who have English as an additional language. The school values its work with parents and the community and embraces every opportunity to listen to, learn from and act appropriately on the information shared.

## 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 going to press. Any enquiries or comments regarding this document/publication should be addressed to:

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