



*Rhagoriaeth i bawb – Excellence for all*

Arolygiaeth Ei Mawrhydi dros Addysg  
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate  
for Education and Training in Wales

**A report on**

**Waunarlwydd Primary School  
Brithwen Road  
Waunarlwydd  
Swansea  
SA5 4QS**

**Date of inspection: September 2012**

**by**

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



During each inspection, inspectors aim to answer three key questions:

**Key Question 1: How good are the outcomes?**

**Key Question 2: How good is provision?**

**Key Question 3: How good are leadership and management?**

Inspectors also provide an overall judgement on the school's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

| <b>Judgement</b>      | <b>What the judgement means</b>   |
|-----------------------|---|
| <b>Excellent</b>      | Many strengths, including significant examples of sector-leading practice |
| <b>Good</b>           | Many strengths and no important areas requiring significant improvement   |
| <b>Adequate</b>       | Strengths outweigh areas for improvement                                  |
| <b>Unsatisfactory</b> | Important areas for improvement outweigh strengths                        |

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

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**Publication date: 27/11/2012**

## Context

Waunarlwydd Primary School is in the village of Waunarlwydd, near Gowerton, to the north west of Swansea.

There are 280 pupils on roll between the ages of three and 11, including 24 who attend the nursery part-time. There are 11 classes in the school. Nearly all are mixed-age classes covering two year groups. Many pupils come from the local community, but about 36% attend from outside the school's catchment area, as a result of preferred placements.

About 21% of pupils are entitled to free school meals, which is close to the average for Wales. The school serves an area where just over 40% of pupils come from the 20% most deprived areas of Wales, which is significantly higher than other schools in its family group.

The school has identified about 26% of pupils as having additional learning needs, including five who have a statement of special educational needs. There are six children 'looked after' by the local authority. Most children speak English as their first language and no pupil speaks Welsh as their first language. There are five pupils who receive support for English as an additional language.

The headteacher was appointed in 2004. The school was last inspected in October 2006.

The individual school budget per pupil for Waunarlwydd Primary School in 2011-2012 means that the budget is £3,007 per pupil. The maximum per pupil in the primary schools in Swansea is £11,089 and the minimum is £2,560. Waunarlwydd Primary School is 54th out of the 86 primary schools in Swansea in terms of its school budget per pupil.

## Summary

|   |             |
|---|-------------|
| <b>The school's current performance</b>       | <b>Good</b> |
| <b>The school's prospects for improvement</b> | <b>Good</b> |

### Current performance

The current performance of the school is good because:

- pupils achieve well by the end of key stage 2 given their starting-points on entry to the school;
- pupils develop good literacy skills across the curriculum by the time they reach Year 6;
- boys make particularly good progress and achieve well as a group;
- pupils have a very good understanding of their rights as children and their responsibilities to others;
- pupils are keen to learn and are happy to be in school;
- pupils with additional learning needs and vulnerable pupils receive very good support and make good progress overall; and
- the provision for outdoor education is good throughout the school.

### Prospects for improvement

The prospects for improvement are good because:

- management systems and processes are well established and staff respond well to them;
- staff work well collaboratively on developing projects and support each other in effective 'trust groups';
- leaders and managers undertake their roles effectively;
- school development planning has driven forward improvements in many areas;
- strong performance management systems help to raise standards effectively;
- all staff, governors and the school council contribute to development planning;
- the level of challenge from the governing body to senior managers is robust; and
- self-evaluation systems are detailed and comprehensive.

## Recommendations

- R1 Improve pupils' skills in Welsh so they can begin to use the language in a wider range of contexts;
- R2 improve the way teachers adapt the work for the range of ages and abilities of pupils in classes, especially in relation to more able pupils in key stage 2;
- R3 increase the opportunities for pupils to become more independent learners and to make choices about what and how they learn; and
- R4 improve the way the school communicates with parents when they raise issues and concerns.

### What happens next?

The school will draw up an action plan, which shows how the school is going to address the recommendations. Estyn will invite the school to prepare a written case study, describing the excellent practice identified during the inspection.

## Main findings

|   |             |
|---|-------------|
| <b>Key Question 1: How good are outcomes?</b> | <b>Good</b> |
|---|-------------|

### Standards: Good

On entry to the school, most pupils have skills that are about average for their age. As they progress through the school, pupils make good progress and by the end of key stage 2 achieve at a level higher than predicted by their earlier attainment.

Many pupils have strong speaking and listening skills. They respond readily to teachers' questions and engage well with each other in group work. Many offer thoughtful ideas in whole-class discussion. They can explain what they are doing and why, and they can recall and talk about their previous work very well.

Pupils' reading skills develop well. In the Foundation Phase, pupils develop their knowledge and understanding of letters and sounds at a good rate. They apply this knowledge well to tackle unfamiliar words. They enjoy stories and many are enthusiastic readers. By the end of key stage 2, many pupils are reading well and a few readers have an excellent standard of reading and can tackle texts with complex ideas and language. They talk knowledgeably about their favourite authors and genres.

Pupils' writing skills are good overall. As they move through the Foundation Phase, they write reasonably well in response to class topics and stories, though they do not always write independently enough. By the end of Year 6, pupils write in a good range of styles for a variety of purposes. Their vocabulary is wide and more able children can write with a distinct personal style and with a good degree of humour and control. However, on occasions, even more able pupils in key stage 2 do not use their phonic and grammatical knowledge to spell common words successfully.

Overall, pupils develop appropriate oral and written skills in Welsh lessons and there is occasional use of Welsh words in other curriculum areas. However, most pupils struggle to use Welsh outside familiar contexts and well-known phrases, and their reading in Welsh is limited overall.

The proportion of pupils who attain the expected level (Foundation Phase Outcome 5) in the skills of literacy, language and communication, mathematical development and personal and social development combined is well above the family average and above the all-Wales average.

In teacher assessments at the end of key stage 2, the proportion of pupils who achieve the expected level (level 4 or above) is generally higher than average for the family in mathematics and science and closer to the family average in English. There is a similar pattern in relation to the all-Wales average.

The proportion of pupils who achieve above the expected level in the Foundation Phase (Foundation Phase Outcome 6) is relatively low compared to the family and all-Wales average. However, the proportion of pupils who achieve above the

expected level at the end of key stage 2 (level 5 or above) is nearly always above or well above the family and all-Wales averages, though it was lower in English and mathematics in 2012.

Overall, boys tend to do much better than girls in achieving the expected level at the end of the Foundation Phase in all skill areas. Boys continue this advantage in mathematics and science at the expected level at the end of key stage 2, but performance is more equal between boys and girls in English.

When benchmarked against schools with a similar proportion of pupils with free school meals, the schools' performance in 2012 places it mainly in the bottom 50% of similar schools for language, literacy and communication, mathematical development, and personal and social development at the end of the Foundation Phase and for English, science and the core subject indicator at the end of key stage 2. However, the gap between the attainment of pupils who are entitled to free school meals and those who are not is much smaller than in the rest of the schools in the family and when compared with primary schools across Wales.

### **Wellbeing: Excellent**

Pupils are keen to learn and they co-operate well with staff and each other in all classes. They follow classroom routines smoothly. Many concentrate well during lessons from a young age. The quality of pupils' behaviour in classes and around the school is very good. They share resources and take turns well.

Pupils' attendance rates are above the average for the local authority and Wales and place the school in the top 50% of schools with similar proportions of pupils entitled to free school meals. The punctuality of pupils is good. Fixed-term exclusions are very rare.

Pupils have a very strong knowledge, understanding and awareness of the rights of children. They use these ideas very well in many aspects of their work and in discussion. Through this work, pupils have a very strong awareness of fairness, honesty and respect. They develop good moral, social and life skills, often underpinned by their awareness of their rights and responsibilities. Many pupils have internalised this understanding to a very high degree and apply it very well in their lives in school, at home and in the wider community.

Pupils know about healthy eating and drinking and the benefits of exercise. Pupils feel safe in school. They readily turn to pupil mediators to resolve any minor issues with other pupils.

The school council, eco-committee and pupil ambassadors for sport, rights or ecology undertake their roles effectively. They have promoted and supported school improvement. They report back on their work to other pupils and have developed good links with the governing body.

The views of pupils in key stage 2 who responded to the pre-inspection questionnaire are generally very positive, more so in many respects than the average for primary schools inspected across Wales.

|   |             |
|---|-------------|
| <b>Key Question 2: How good is provision?</b> | <b>Good</b> |
|---|-------------|

### **Learning experiences: Good**

Teachers plan well together to provide a broad and balanced curriculum that engages all learners effectively. They monitor curriculum delivery carefully and systematically to make sure that there is appropriate progression and continuity in pupils' learning as they move through the school. Staff use the forest school and other outdoor areas very imaginatively and effectively to enhance pupils' learning. There are a good range of after-school clubs that pupils attend well. Pupils benefit from a wide range of extra-curricular activities, including educational visits, visitors to the school and residential visits for Year 6 pupils.

Pupils with special educational needs benefit from taking part in various withdrawal groups that enable them to participate fully in every activity. However, staff do not always set enough challenges for older, more able pupils within mixed-age classes.

There is good planning for the development of key skills, including pupils' thinking skills. Planning for the development of pupils' Welsh language skills is appropriate in Welsh classes, but pupils do not have enough opportunity to use and to develop these skills outside of specific Welsh lessons. The school gives suitable attention to the development of pupils' knowledge and understanding of the history and culture of Wales.

The provision for the development of pupils' understanding of sustainability and global citizenship is a strong feature of the school. The school has developed an international perspective, which permeates strongly throughout the curriculum.

### **Teaching: Good**

The quality of teaching is good in many lessons. Most teachers use a wide range of strategies and approaches to give pupils suitable opportunities to develop their skills. Many teachers identify clear learning objectives and set out a range of targets at different levels which they share effectively with pupils. However, in too many lessons, teachers do not adapt the work enough to challenge the more able pupils or to foster more independent learning.

Teachers use a wide range of resources well to enhance pupils' learning, including information and communication technology. Learning support staff provide well-focussed assistance to pupils and teachers. There are excellent relationships between pupils and staff and this ensures that there is a very productive working atmosphere in all classes.

The school has clear assessment and tracking procedures which enable staff to identify pupils who are underperforming. Staff use assessment information purposefully in all classes to plan the next steps for learning. They encourage pupils to evaluate their own work and the work of others. Nearly all pupils are clear about their targets and what they need to do to improve their work.



Reports to parents comply with statutory requirements and provide suitable information to parents about their child's progress. Parents also have useful, regular opportunities to discuss the progress of their child in meetings with the class teacher.

**Care, support and guidance: Good**

The school provides a very inclusive environment for pupils. They show courtesy and respect to each other regardless of anyone's background. All pupils feel safe in school. The school has focused very well on developing pupils' knowledge and understanding of children's rights. These principles permeate the whole school community. This has a very positive effect on pupils' behaviour and attitudes towards others.

The school's liaison arrangements with a range of external agencies and support services are strong. They providing useful guidance and support for staff, pupils and parents.

The provision for pupils with additional needs is very good. Effective systems are in place to identify at an early stage any pupils with additional needs or support requirements. There are clear, detailed, child-friendly targets in pupils' individual education plans. Staff review and update the targets regularly. The school uses withdrawal groups and intervention programmes very successfully to ensure the good progress of pupils with additional needs. The two special needs co-ordinators work well together to ensure that provision is effective.

The school's arrangements for safeguarding pupils meet requirements and give no cause for concern.

**Learning environment: Good**

The school has a very positive ethos which celebrates the diversity of its pupils and includes everyone on an equal basis. The school has placed particular emphasis on respect for children's rights and this underpins many aspects of its ethos. The inclusion of children from minority ethnic groups and Gypsy and Traveller children is good.

The extensive school grounds are of very good quality, with a variety of grassy, wooded and hard play areas. The school uses its outdoor environment very well, especially in relation to its forest school programme.

The accommodation is secure, bright and airy, with varied and colourful displays of pupils' work. The quantity and quality of resources, including those for information and communication technology, are good and match the needs of pupils very well.

|  |             |
|--|-------------|
| <b>Key Question 3: How good are leadership and management?</b> | <b>Good</b> |
|--|-------------|

**Leadership: Good**

The headteacher has a clear vision for the school, built on establishing a school community that respects and promotes the rights of its pupils and aims to achieve high standards. The deputy headteacher, the senior management team and the governing body actively support this vision.

The school has well-defined leadership roles within the teaching staff, with clear structures and systems to support them. Leaders and managers undertake their roles effectively at all levels. There is a collaborative approach to leadership, with regular meetings that ensure that all teachers contribute actively to the priorities for development.

The headteacher manages well-established performance management systems for teachers and support staff. Performance targets link very closely to the school's improvement priorities.

The governing body understands the school's strengths and areas for development very well. It has a suitable range of committees which carry out their roles effectively. They contribute well to dialogue about the school's performance and the priorities for development. They have clear protocols that ensure that each governor visits the school regularly and undertakes regular governor training. They evaluate their own performance well.

The school is working well to meet local and national priorities. The Foundation Phase, literacy and numeracy are, or have been, priorities for improvement, as are assessment for learning and thinking skills. Local priorities include securing an award to respect the rights of children and developing professional learning communities and restorative practice.

### **Improving quality: Good**

The school has a culture of continuous self-evaluation. The annual self-evaluation process is thorough and takes account of the views of parents, governors and pupils. The self-evaluation report is based on first-hand evidence from a range of useful sources, including a detailed analysis of performance, lesson observations and the responses of questionnaires for pupils and parents. All teachers monitor performance data carefully and use the findings to inform priorities for school improvement.

The school development plan links closely to the findings of the self-evaluation report and to the rights of pupils. However, success criteria are not always clearly defined and measurable. All teachers have a very clear understanding of what the school's priorities are and they work together well to achieve them.

All staff have benefitted from appropriate development opportunities and many teachers have been involved in or taken a lead role in professional learning communities both within the school and in co-operation with others. Teachers visit each other's classes to learn from each other and there are many opportunities for teachers to share good practice. The role of the Trust Groups in helping to develop a collaborative approach to teaching and learning is a strong feature of the school.

### **Partnership working: Good**

The partnership between the parents and the school is generally good. Parents are encouraged to support the school and their children's activities in many ways. The school seeks and values parents' views when reviewing the school's development priorities through an annual questionnaire. A good feature is the way the school reports to parents on progress towards meeting the previous year's priorities.

Communication with parents is generally clear and effective, and keeps parents well informed on school activities and requirements. These include a social network account, a text messaging service and a comprehensive website, though some parents do not find it easy to access information.

The transition arrangements with the local secondary school prepare pupils very well for the next stage of their education. The school works well with the other primary schools in the locality. It has a good relationship with two local nursery schools, and with parents of young children who will eventually attend the nursery class. Parents spend time in school with their children regularly, and the school also organises family learning programmes. These have helped learners to make a good start to their learning when they join the school.

The school benefits from a range of local authority services, including taking part in, and contributing to, continuing professional development. It has good partnerships with the local community and uses members of the community well to enhance pupils' learning experiences. For example, the school works well with the community police officer to develop aspects of wellbeing and safety.

### **Resource management: Good**

The school has ample resources, which it uses well to support pupils' learning. Teachers have secure subject knowledge, and along with learning support assistants are deployed effectively throughout the school.

The arrangements for providing preparation, planning and assessment time for teachers ensure that pupils across the school benefit from specific expertise in outdoor learning and music.

The school, through its leadership team and the governing body, manages its budget very effectively. By ensuring that the self-evaluation process falls in line with the financial year, the school makes sure that all school development plan priorities receive appropriate funding for implementation year on year.

As pupils achieve good standards within a well-managed and effective learning environment, the school provides good value for money.

## Appendix 1

### Commentary on performance data

The proportion of pupils who achieve at the expected level (Foundation Phase Outcome 5 or above) in the combined skills of literacy, language and communication, mathematical development and personal and social development (the Foundation Phase Outcome indicator) is well above the family and slightly above the all-Wales averages. In relation to performance in each specific skill, teacher assessments at the end of the Foundation Phase indicate that the proportion of pupils who achieve the expected level is closer to the average for the family of schools and slightly lower than the all-Wales average in 2012.

In teacher assessments at the end of key stage 2, the proportion of pupils who achieve the expected level (level 4 or above) is generally higher than the family of schools average in mathematics and science, but closer to the family average in English. It is the same pattern when compared with the all-Wales average. Pupils' performance in writing is weaker than their performance in oracy and reading.

The proportion of pupils who achieve above the expected level in the Foundation Phase (Foundation Phase Outcome 6) is relatively low compared to the family and all-Wales averages. However, the proportion of pupils who achieve above the expected level at the end of key stage 2 (level 5 or above) is usually above or well above the family and all-Wales averages, though it was lower in English and mathematics in 2012.

Overall, boys tend to do a lot better than girls in achieving at the expected level or better at the end of the Foundation Phase in all skill areas. Boys continue this advantage in achieving at the expected level or better in mathematics and science at the end of key stage 2, but their performance is more equal to girls in English.

When benchmarked against schools with a similar proportion of pupils with free school meals, the school's performance places it mainly in the bottom 50% of similar schools at the end of the Foundation Phase in relation to pupils' literacy, language and communication skills, mathematical development, and personal and social development. However, the achievement of the Foundation Phase Outcome indicator places the school in the top 50% of similar schools. There is a similar pattern at the end of key stage 2 where the school's performance places it in the bottom 50% for English, science and the core subject indicator, but in the top 50% for mathematics. However, the gap between the performance of pupils entitled to free school meals and those who are not is much smaller than in other schools in the family and in primary schools in Wales overall.

## Appendix 2

### Stakeholder satisfaction report

#### Pupil questionnaires

One hundred pupils in key stage 2 completed the questionnaire.

All, or almost all, pupils:

- feel safe in school;
- know whom to talk to if they are worried or upset;
- believe that teachers and other adults in the school help them to learn and make progress and give them useful homework;
- know what to do and whom to ask if they find their work hard;
- feel that they are doing well at school;
- believe that they have enough books, equipment and computers to do their work;
- believe that the school provides lots of chances for them to have regular exercise;
- feel that nearly all children behave well at playtime and lunchtime;
- believe that homework helps them to understand and improve their work in school;
- think that the school deals well with any bullying; and
- say that other children behave well in class, at playtime and at lunchtime.

The responses from pupils are generally very positive and are much better in many respects than the average for primary schools across Wales.

#### Parent questionnaires

Thirty-seven parents/carers completed the questionnaire.

Many parents/carers feel that:

- the staff expect their children to work hard and to do their best;
- their child likes school;
- the teaching is of good quality; and
- their child is making good progress.

A majority of parents/carers say that:

- they are satisfied with the school;
- their child is safe in school;
- the school helped their child settle well when they started at the school;
- pupils behave well;
- staff treat all children fairly and with respect;
- the school encourages their child to be healthy and to take regular exercise;
- the homework that is given builds well on what their child learns in school;

- the range of activities for their children including trips and visits is good;
- their child receives appropriate additional support in relation to any particular needs;
- the school helps their child to become more mature and take on responsibility;
- their child is well prepared for the move to secondary school; and
- the school is well run.

A minority of parents/carers say that:

- they feel comfortable approaching the school with questions, suggestions or a problem; and
- they understand the school's procedures for dealing with complaints

Parents' views are generally far more negative than the average for other primary schools inspected across Wales.

### Appendix 3

#### The inspection team

|                    |                     |
|--------------------|---------------------|
| Barry Norris       | Reporting Inspector |
| Terwyn Tomos       | Team Inspector      |
| Bernard Harrington | Lay Inspector       |
| Rebecca Turner     | Peer Inspector      |
| Ruth Davies        | School Nominee      |

## Copies of the report

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

Under the Independent School Standards (Wales) Regulations 2003, the school must provide copies of the report to all parents of the school. Where a pupil is subject to placement by a local authority, a copy of the report should be sent by the school to each relevant authority.

### Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and LEAs.

The term 'Reception' (FPR) refers to the year group of pupils in a primary school who reach the age of five during the academic year. FYear 1 refers to the year group of pupils who reach the age of six during the academic year and so on. Year 13 is the year group of students who reach the age of 18 during the academic year.

Primary phase:

|      |     |      |      |     |     |      |       |
|------|-----|------|------|-----|-----|------|-------|
| Year | FPR | FPY1 | FPY2 | Y3  | Y4  | Y5   | Y6    |
| Ages | 4-5 | 5-6  | 6-7  | 7-8 | 8-9 | 9-10 | 10-11 |

Secondary phase:

|      |       |       |       |       |       |       |       |
|------|-------|-------|-------|-------|-------|-------|-------|
| Year | Y7    | Y8    | Y9    | Y10   | Y11   | Y12   | Y13   |
| Ages | 11-12 | 12-13 | 13-14 | 14-15 | 15-16 | 16-17 | 17-18 |

The four key stages cover the following year groups:

|                  |                              |
|------------------|------------------------------|
| Foundation Phase | Reception, Year 1 and Year 2 |
| Key stage 2      | Year 3 to Year 6             |
| Key stage 3      | Year 7 to Year 9             |
| Key stage 4      | Year 10 and Year 11          |

## **Glossary of terms – Primary**

### **National Curriculum**

#### **Expected National Curriculum levels**

- By the end of the key stage 1, at the age of seven, learners are expected to reach level 2 and the more able to reach level 3.
- By the end of the key stage 2, at the age of eleven, learners are expected to reach level 4 and the more able to reach level 5.

#### **Core subject indicator in all key stages**

The core subject indicator relates to the expected performance in English or Welsh first language, mathematics and science, the core subjects of the National Curriculum. Learners must gain at least the expected level in either English or Welsh first language together with mathematics and science to gain the core subject indicator.

#### **All-Wales Core Data sets**

Schools and local authorities may refer to performance relative to their family of schools. These families of schools have been created to enable schools to compare their performance to that of similar schools across Wales. Families include schools with similar proportions of pupils entitled to free school meals, living in 20% most deprived areas of Wales, having special education needs at school action plus or statemented and with English as an additional language acquisition less than competent.