



*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**

**Wauanceirch Primary School  
Dwr Y Felin Road  
Wauanceirch  
Neath  
SA10 7RW**

**Date of inspection: March 2013**

**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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## Context

Waunceirch Primary School, opened in 1974, is on the northern outskirts of Neath and serves the communities of Bryncoch, Caewern and Waunceirch, although a few pupils travel from further afield.

Pupils come from a variety of backgrounds, although an increasing number live in economically disadvantaged circumstances. Approximately 31% receive free school meals, which is above the local authority and national averages.

There are currently 189 pupils in the school aged between three and 11, taught in eight single age classes, including the nursery. Pupils attend the nursery part-time following their third birthday. The number on roll has steadily declined over the last few years.

The school also provides a learning support centre for up to ten pupils from reception to Year 4. Formerly, this was for pupils with moderate to severe learning difficulties, but it is now an autistic spectrum disorder unit.

The school has identified around 28% of pupils as having additional learning needs, which is above the national average. Around 5% have a statement of special educational needs. Very few pupils come from an ethnic minority background, receive support in English as an additional language or are looked after by the local authority. None uses Welsh as a first language.

The school was last inspected in January 2007. The headteacher was appointed in September 2006.

The individual school budget per pupil for Waunceirch Primary School in 2012-2013 means that the budget is £3,828 per pupil. The maximum per pupil in the primary schools in Neath Port Talbot is £7,410 and the minimum is £2,806. Waunceirch Primary School is 22nd out of the 68 primary schools in Neath Port Talbot 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 school's performance is good because:

- most pupils make good progress through the school, especially in literacy;
- pupils' performance in key stage 2 is mostly above the family, local authority and Wales averages and the average for similar schools;
- most pupils' oral, reading and writing skills in Welsh develop well;
- pupils' wellbeing and behaviour are good; and
- teaching is consistently good and occasionally excellent.

### Prospects for improvement

The school's prospects for improvement are good because:

- standards in key stage 2 are rising;
- attendance and punctuality are improving;
- the school is well led and effectively managed;
- appropriate procedures for self-evaluation are in place and have a positive impact on improvement; and
- the school has introduced many successful collaborative initiatives.

## Recommendations

R1 Raise the performance of boys, especially in literacy

R2 Ensure pupils are more consistently involved in planning and assessing their work

R3 Develop further the provision for more able pupils

### What happens next?

The school will draw up an action plan that shows how it is going to address the recommendations.

## Main findings

### Key Question 1: How good are outcomes?

Good

#### Standards: Good

Most pupils, including those with additional learning needs, make good progress through the school. All listen very well and nearly all speak confidently and with an appropriate range of vocabulary.

Most pupils make good progress in reading, so that by the end of key stage 2 they read with fluency, accuracy and clear expression. They apply their literacy skills effectively to tackle new and unfamiliar words. They discuss their favourite authors and types of books knowledgeably. They enjoy reading fiction and factual books appropriate to their age and ability.

Most pupils develop good writing skills in response to different contexts, so that by the end of Year 6 many produce extended pieces of work that are creative and varied. Most spell correctly and present their work neatly using a well-developed handwriting style.

Most pupils develop good numeracy and information and communication technology (ICT) skills appropriate to their age and ability. They use these skills effectively in their work across the curriculum.

In Welsh most pupils' oral, reading and writing skills develop well. In the Foundation Phase many respond appropriately to instructions and reply in sentences. In key stage 2 nearly all make good progress and can ably discuss elements of the work of Welsh poets, authors and artists.

In 2012, assessment results at the end of the Foundation Phase, including pupils in the learning support centre, were below the family, local authority and Wales averages and those of similar schools at both the expected and higher levels. However, inspection evidence indicates that most current pupils in the Foundation Phase achieve well in relation to their potential.

In 2012 in key stage 2, pupil attainment of the expected level 4 in all three core subjects was similar to or better than previous years and consistently above the family, local authority and Wales averages. This placed the school among the top 25% of similar schools in mathematics and science and the top 50% in English. At the higher level 5, attainment was similar to or better than the family, local authority and Wales averages, placing the school among the top 50% of similar schools for all three core subjects.

Overall, girls perform consistently better than boys at the higher level in the Foundation Phase and at both the expected and higher levels in key stage 2.

## **Wellbeing: Good**

Most pupils have a sound understanding of healthy living. They know about the importance of making balanced food choices, taking frequent exercise, drinking water regularly and maintaining good dental hygiene.

All pupils enjoy school and behave very well in lessons and at other times during the day. They show courtesy and respect to each other, staff and visitors.

Pupils undertake a range of roles and responsibilities willingly and conscientiously. For example, 'playground buddies' from Years 5 and 6 care for younger pupils well.

Attendance has risen over the last few years and was at 93.7% for the last full school year. This is above the average for the local authority and similar schools. Pupil's punctuality has also improved considerably over the same period.

Most pupils develop well as independent learners. They build upon their prior knowledge effectively, develop appropriate strategies for problem-solving and readily adapt their understanding and skills to new situations. They are aware of their targets and what they need to do to improve. However, they have limited involvement in planning what and how they learn.

The school council and eco committee are appropriately involved in making decisions about school improvement. Members are elected democratically and feel their opinions are considered and valued, for example in relation to the provision of a cycle shed and renovation of the toilets.

Pupils take part in a variety of local events, which increase their knowledge and understanding of their responsibility to the community.

<b>Key Question 2: How good is provision?</b>	<b>Good</b>
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## **Learning experiences: Good**

The school's curriculum is broad and balanced and meets the needs of all pupils. Teaching and learning are based upon themes, although in key stage 2 there is also separate teaching of subjects.

Thorough planning, coupled with careful monitoring and evaluation of the curriculum by teachers, provides an effective basis for pupils' learning, especially in the key skills of literacy, numeracy and ICT. The senior management team regularly audit teachers' planning to ensure there is a consistent approach and full coverage of all statutory requirements.

The school provides a range of successful intervention programmes, particularly to support those with additional learning needs. Provision for more able pupils is less well developed.

All teachers provide regular homework and the many extra-curricular activities, including sports and creative work, enrich pupils' learning experiences.

Provision to develop pupils' skills and understanding of the Welsh language is good and the Welsh dimension is very visible around the school. Pupils gain valuable experiences by visiting places of interest and by studying other areas of Wales and their cultural heritage.

The school makes good provision for sustainable development and global citizenship. It has an active eco-school committee and gardening club. Pupils are involved in community environmental initiatives and fair trade activities. There are also successful links with pupils abroad, for example in Africa and south-east Asia.

### **Teaching: Good**

All teachers prepare, organise and structure lessons well and, where appropriate, match tasks to pupils' abilities and needs. They make learning objectives explicit to pupils, use relevant questioning techniques and give clear instructions and explanations.

All teachers use an effective range of teaching and learning approaches. They conduct lessons at a lively pace and create a calm and purposeful learning environment. They manage pupils' behaviour well and monitor their progress efficiently.

All teachers establish very good working relationships with pupils. They value their contributions and encourage them to think for themselves.

In the few lessons where there are excellent features, teachers know their pupils strengths and weaknesses very well, provide very stimulating learning experiences for them and continually challenge them to achieve to the highest possible level.

Where occasionally there are shortcomings, teachers do not challenge more able pupils or promote independent work enough.

The school fulfils statutory requirements for assessment, recording and reporting. It uses standardised assessments and a commercial tracking system effectively to identify areas of development and to set appropriate targets for pupils. It has very thorough systems for recording pupils' progress, including 'learning journey' files in the Foundation Phase and records of personal achievement.

The school is developing a consistent and purposeful whole-school approach to assessment for learning, but these strategies, especially in relation to self and peer assessment, are not fully established in every class.

All teachers apply the school's marking system consistently. Their comments are positive and supportive, but do not always show clearly the next steps in learning.

Annual pupil reports are detailed and provide parents with useful information about their children's progress, as well as targets for improvement.

### **Care, support and guidance: Good**

The school provides a positive learning environment and has very effective arrangements to ensure pupils' wellbeing and happiness. As a result, all pupils feel secure, valued and safe.

The school successfully promotes pupils' spiritual, moral, social and cultural development, for example through effective faith-based assemblies, after school clubs and achievement celebrations. Its well-developed personal and social

education programme enables pupils to manage their own feelings and to understand the needs of others appropriately.

The school's arrangements for safeguarding meet requirements and give no cause for concern. The level of security is appropriate and all necessary health and safety procedures are in place. The school deals promptly and effectively with any incidents of bullying.

The school provides very effective support for pupils with additional learning needs and manages and co-ordinates its provision systematically. Staff identify pupils with additional needs at an early stage and monitor their progress well. Parents and pupils are appropriately involved in the creation and monitoring of individual education plans.

The integration of pupils with additional learning needs into the general life and work of the school is a particular strength. Excellent practice within the learning support centre and nurture group promotes pupils' communication and independent learning skills very effectively.

The school works well with a range of external agencies to access specialist additional help for pupils when needed.

### **Learning environment: Good**

The school has a caring and supportive ethos and makes good provision for those with any disability. Staff ensure that all pupils, whatever their circumstances, are fully included in all aspects of school life.

The school effectively promotes positive values, such as honesty, tolerance, fairness and respect for others. It ensures all staff and pupils are free from any harassment, negative stereotyping or discrimination.

The school enables all pupils to develop an empathy for people with different lifestyles and traditions by, for example, studying life in other countries such as India.

The school uses its accommodation appropriately and the buildings and extensive outside areas are well maintained. Attractive displays in classrooms and communal areas promote pupils' learning and celebrate their achievements very well.

The quality and quantity of resources are good and support pupils' learning needs effectively. The school has recently improved its ICT provision, which is having a positive impact on standards across the curriculum.

<b>Key Question 3: How good are leadership and management?</b>	<b>Good</b>
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### **Leadership: Good**

The school is well led and effectively managed. It has clear aims and strategic objectives that are shared by all staff and which are focused on raising standards and meeting pupils' needs.



The headteacher exercises a good oversight of the school and receives good support from the deputy headteacher. The senior management team plays an important role in monitoring progress and school improvement, particularly as distributed leadership involving other teachers is relatively underdeveloped due to recent staff changes.

Staff work together very well and have high expectations for pupils' achievement and wellbeing. There is a responsive learning culture in the school.

Governors are supportive of the school and ensure all statutory requirements are met. They are generally well informed, but their understanding of pupils' performance is in the early stages of development. Many governors, including the chair and vice-chair, are proactive and provide appropriate levels of challenge, although a few only visit the school occasionally.

The school has responded positively to many national and local priorities. For example, the Foundation Phase is well established, constructive links exist with other schools and community regeneration is promoted through parents building on their experiences of learning with their children to complete academic and vocational qualifications.

### **Improving quality: Good**

Appropriate procedures for self-evaluation are in place and have a positive impact on improvement. These are an integral part of the school's working life and its strategic planning systems. Every member of staff contributes and the views of all governors, parents and other interested parties are taken into account.

The senior management team gathers first-hand evidence through a robust system of observation and monitoring. It also undertakes a thorough analysis of performance data and shares the outcomes with staff and governors well.

The school is committed to continuous improvement. In recent years it has introduced many successful collaborative initiatives in order to raise standards and the quality of provision, for example in developing its outdoor learning environment.

The self-evaluation report is a useful and comprehensive document which provides an accurate overview of the school's current strengths and areas for development. It focuses well on improving standards.

The detailed school development plan contains an overview of priorities for the next two years. It includes quantifiable and measurable objectives within its priorities, where relevant. A notable positive feature is the contribution pupils make to the development plan.

The school has established effective networks of professional practice internally and with other schools and partners, for example in Welsh second language, reading, transition and additional learning needs.

### **Partnership working: Good**

The school communicates well with parents in a variety of forms to ensure that they receive appropriate and timely information. Most parents are very supportive and

regard the school as very approachable, although only a few are actively involved in its life and work.

There are successful links with the pre-school playgroup in order to meet pupils' educational and health needs when they start school. The school manages the transitions to full-time education and between the Foundation Phase and key stage 2 well.

Transfer arrangements to secondary education are good. There are strong links with the main receiving secondary school through cluster meetings and staff and pupil visits. A transition plan is in place and pastoral and academic links are well established.

The school works well in partnership with other schools within the cluster, sharing good practice and participating in joint staff development sessions.

Teachers participate fully in the standardisation and moderation of pupils' work both within the school and with cluster partners. They have produced well-constructed portfolios of standardised and levelled work in all areas of learning as a result of these meetings.

There are strong links with a range of community groups, such as local churches, the police, senior citizens and businesses, involving, for example, sports and musical events.

### **Resource management: Good**

The school has a full complement of staff, who have appropriate experience and expertise. Temporary and recently-appointed staff receive good support. All employees have appropriate job descriptions and fully understand their roles and responsibilities. They benefit from regular in-house and cluster-based training events in line with their professional and personal development targets and whole-school priorities.

Support staff work well alongside teachers. They play an important role in the school and are effectively deployed to meet the needs of pupils, especially in relation to intervention programmes for those with additional learning needs.

Performance management procedures meet statutory requirements. All teachers and support staff are included and have relevant targets, one of which is linked to the school development plan.

The school meets all requirements of the national workload agreement and appropriately allocates teachers' planning, preparation and assessment time.

The school manages its accommodation, resources and budget well and good controls are in place. It bases its financial decisions on its identified needs. It overspent its budget last year, but drew on its reserves to balance its finances. The current budget is in surplus within the 5% limit.

Due to the good outcomes achieved by pupils and the quality of provision overall, the school gives good value for money.

## Appendix 1

### Commentary on performance data

In 2012, at the end of the Foundation Phase in all three areas of learning assessed, the attainment of pupils at both the expected outcome 5 and the higher outcome 6 was consistently below the family, local authority and Wales averages. This placed the school 10th in its family of 11 overall at outcome 5 and among the lower 50% or lowest 25% of similar schools, except in language, literacy and communication skills at outcome 6. However, these results include pupils in the learning support centre.

Moreover, inspection evidence indicates that most current pupils in the Foundation Phase achieve well in relation to their potential.

In 2012 in key stage 2, pupil attainment of the expected level 4 in all three core subjects was similar to or better than previous years and consistently above the family, local authority and Wales averages. This placed the school fourth in its family overall and among the top 25% of similar schools in mathematics and science and the top 50% in English. At the higher level 5, attainment has been more variable over the last five years, but in 2012 it was similar to or better than the family, local authority and Wales averages, placing the school among the top 50% of similar schools for all three core subjects.

Most pupils, including those with additional learning needs, make good progress through the school, especially in literacy. In 2012 performance in oracy, reading and writing in key stage 2 was consistently above the family, local authority and Wales averages and showed an improving trend. This placed the school fourth in its family for oracy and reading and third for writing.

Overall, girls perform consistently better than boys at the higher level in the Foundation Phase and at both the expected and higher levels in key stage 2.

## Appendix 2

### Stakeholder satisfaction report

#### Responses to parent questionnaires

Fourteen parents completed the questionnaire. Responses overall were better than national norms.

All parents say that:

- they are satisfied with the school;
- their child likes school;
- their child was helped to settle in well when starting school;
- their child makes good progress;
- pupils behave well in school;
- teaching is good;
- staff expect pupils to work hard and to do their best;
- staff treat all pupils fairly and with respect;
- their child is encouraged to be healthy and to take regular exercise;
- their child is safe in school;
- they understand the procedures for dealing with complaints;
- their child is helped to become more mature and responsible;
- their child is well prepared for moving on to the next stage of his/her education;
- there is a good range of activities and trips provided; and
- the school is well run.

Most parents say that:

- homework builds well on what is learnt in school;
- appropriate additional support is provided, if necessary;
- they are kept well informed about their child's progress; and
- they feel comfortable about approaching the school with any suggestions or problems.

#### Responses to learner questionnaires

Ninety-four pupils in key stage 2 completed the questionnaire. Their responses were mostly better than national norms.

Nearly all pupils say that they:

- feel safe in school;
- the school deals well with any bullying;
- know whom to talk to if they are worried or upset;
- are helped to learn and to make progress; and
- they know whom to ask if they find work hard.

Most pupils say that they:

- learn how to keep healthy;
- have plenty of opportunities for regular exercise;
- are doing well at school;
- homework helps them to understand and improve their work in school;
- have enough books, computers and equipment; and
- nearly all pupils behave well at playtimes and lunch time.

Many pupils say that:

- pupils behave well in class so they can get their work done.

### Appendix 3

#### The inspection team

David Ellis	Reporting Inspector
Enir Morgan	Team Inspector
Julie Price	Lay Inspector
Nick Allen	Peer Inspector
Lee Workman	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))

### Year groups, the Foundation Phase 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 local authorities.

The following table sets out the age ranges relevant to each year group. For example, Year 1 refers to the group of pupils who reach the age of six and Year 13 is the year group who reach the age of 18 during the academic year.

Primary phase:

Year	N	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	3-4	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 Foundation Phase and key stages cover the following year groups:

Foundation Phase	Nursery, 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**

### **Foundation Phase indicator (FPI)**

Progress in learning through the Foundation Phase is indicated by outcomes (from outcome 1 to outcome 6).

The Foundation Phase indicator (FPI) relates to the expected performance in three areas of learning in the Foundation Phase:

- literacy, language and communication in English or Welsh first language
- mathematical development; and
- personal and social development, wellbeing and cultural diversity.

By the end of the Foundation Phase, at the age of seven, pupils are expected to reach outcome 5 and the more able to reach outcome 6.

Pupils must achieve the expected outcome (outcome 5) in the three areas above to gain the Foundation Phase indicator.

### **The core subject indicator (CSI)**

Progress in learning through key stage 2 is indicated by levels (level 1 to level 5).

The core subject indicator in key stage 2 relates to the expected performance in the core subjects of the National Curriculum:

- English or Welsh first language
- mathematics; and
- science

By the end of the key stage 2, at the age of 11, pupils are expected to reach level 4 and more able pupils to reach level 5.

Pupils must gain at least the expected level (level 4) in the three core subjects to gain the core subject indicator.

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

Inspection reports may refer to a school's performance relative to a family of schools or to schools with a broadly similar proportion of pupils entitled to free school meals.

In relation to free school meals, schools are placed into one of five bands according to the three-year trend in the proportion of pupils entitled to free school meals in the school. The school's performance is then placed into quartiles (from the top 25% to the bottom 25%) in relation to how well it is doing compared with other schools in the same free school meal band.

The Welsh Government created the families of schools (typically a group of 11 schools) to enable schools to compare their performance with that of similar schools across Wales. The composition of the families draws on a number of factors. These include the proportion of pupils entitled to free school meals and the proportion living in the 20% most deprived areas of Wales. They also draw on the proportion of pupils with special education needs at school action plus or with a statement of special educational needs, and pupils with English as an additional language.