



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

**Waun Wen Primary School
Lion Street
Waun Wen
Swansea
SA1 2BZ**

Date of inspection: July 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:

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

Waun Wen Primary School is in an inner-city area in Swansea. The building has been remodelled extensively over the years, and now includes a 'Flying Start' facility.

The school currently caters for 143 pupils from reception to Year 6, as well as 41 pupils of nursery age, who attend part-time. The number on roll had fallen considerably in recent years, but the trend reversed in 2011. The majority of pupils live in the local area, although a minority of parents choose to send their children to the school from outside the catchment area. The area served by the school is described as socially and economically deprived. Pupils come from a range of private, rented and housing association homes and there is a high rate of pupil mobility.

Around 55% of pupils are entitled to free school meals, which is well above the local and national averages. The school identifies that nearly 40% of pupils have additional learning needs. A very few pupils have a statement of special educational need. Approximately 21% of pupils come from an ethnic minority background and speak English as an additional language, of whom 12 are from asylum seeker families. The remaining pupils are white British. No pupils speak Welsh at home.

The headteacher was appointed in 2001. The school's last inspection was in 2007.

The individual school budget per pupil for Waun Wen Primary School in 2012-2013 means that the budget is £3,923 per pupil. The maximum per pupil in the primary schools in Swansea is £9,629 and the minimum is £2,634. Waun Wen Primary School is 17th out of the 87 primary schools in Swansea in terms of its school budget per pupil.

Summary

The school's current performance	Adequate
The school's prospects for improvement	Good

Current performance

The current performance of the school is adequate because:

- most pupils in the Foundation Phase, and the majority in key stage 2, are making good progress in relation to their starting points;
- many pupils' speaking and listening skills are developing well;
- relationships between staff and pupils are positive;
- levels of care, support and guidance are very high; and
- many pupils in key stage 2 develop their information and communication technology (ICT) skills well.

However:

- over time, standards of attainment do not compare well with those in similar schools;
- boys do not consistently achieve as well as girls; and
- pupils' attendance is too low.

Prospects for improvement

The school's prospects for improvement are good because:

- the school's vision and aims are supported well by all members of the school staff;
- important initiatives introduced by senior leaders are having a positive effect on the quality of teaching and learning;
- the governing body supports the school well and performs its role as critical friend diligently;
- leaders have a clear understanding of the school's strengths and areas for improvement; and
- planning for improvement is impacting positively on outcomes for pupils.

Recommendations

- R1 Raise standards of attainment in reading, writing and mathematics in key stage 2
- R2 Raise the attainment of boys
- R3 Improve attendance rates
- R4 Ensure that teachers challenge more able pupils
- R5 In lessons, provide more opportunities for pupils in key stage 2 to write independently and at length

What happens next?

The school will draw up an action plan, which shows how it is going to address the recommendations. Estyn will monitor the school's progress.

Main findings

Key Question 1: How good are outcomes?

Adequate

Standards: Adequate

Most pupils enter the school with levels of skills below those expected for their age. By the end of the Foundation Phase, most pupils make good progress and achieve as well as pupils in many schools in its family. Overall, girls achieve better than boys. Nearly all pupils in the Foundation Phase are good listeners and pay close attention to their teachers. Most speak clearly and confidently, and share their thoughts and ideas with their partners well. Through the Foundation Phase, most children make good progress in learning how letters and sounds go together to make words. By the end of the Foundation Phase, many pupils read competently. Most pupils in the Foundation Phase make good progress in learning to write.

By the end of key stage 2, the majority of pupils have made appropriate progress. However, over the past four years, pupils' attainment at the end of the key stage has been low when compared with that of pupils in similar schools. The majority of pupils make appropriate progress in reading, and use their knowledge of letters and sounds well to read unfamiliar words. Most use punctuation well to aid their expression. Many are familiar with a range of genres and explain their preferences clearly. Nearly all have a favourite author and can give a synopsis of their favourite book. The majority demonstrate how to use a table of contents and index in a non-fiction book correctly and explain how they might use skimming and scanning when seeking information.

Through key stage 2, the majority of pupils develop their writing skills appropriately. By the end of key stage 2, the majority write in a range of styles and with various readers in mind. Pupils generally present their work well. Many pupils have a good understanding of the rules of grammar and punctuation. Many are able to communicate their ideas well in other subjects. However, in key stage 2 pupils do not write well enough independently and at length.

In the Foundation Phase, many pupils make good progress in learning Welsh, and frequently engage in simple conversation with adults. This progress continues into key stage 2, but at a slower pace. Throughout the school, many pupils acquire and apply skills in ICT well. In many activities throughout the school, most pupils become increasingly confident when working independently at solving problems.

Most pupils with additional learning needs make good progress from their starting points.

In 2012, the proportion of pupils achieving the Foundation Phase outcome indicator was above the average for the family of schools and compared well with other similar schools. At the higher than expected outcome (outcome 6), attainment was broadly in line with the family average, and placed the school in the upper 50% when compared with other similar schools. Girls achieved generally better than boys.

In recent years, key stage 2 pupils' attainment at the expected level (level 4) in English, mathematics and science has placed the school consistently in the lowest 25% when compared with similar schools. Within its family of schools, however, the school has attained broadly in line with the average. In 2012, in English, pupils' speaking and listening was among the best in the family of schools and writing was in line with the family average. However, pupils' attainment in reading was below the averages for the family of schools and similar schools. It was well below the average for all schools in Wales.

In 2012, girls in key stage 2 achieved better than boys in English. However, in mathematics and science, and in English at the higher level 5, boys' attainment was higher. Pupils entitled to free school meals consistently do less well than other pupils.

Wellbeing: Adequate

Most pupils have positive attitudes to healthy living, eating healthily in breakfast club and at lunchtime. They are aware of the importance of an active lifestyle and take up many opportunities for vigorous exercise.

Nearly all pupils are enthusiastic and keen to learn. They co-operate effectively with one another in their lessons and activities. Most work well independently and under the direction of adults. Pupils are increasingly involved in assessment; they agree success criteria and set personal targets, which is helping pupils to gain an understanding of their strengths and weaknesses.

Attendance is below local and national averages and over the past four years has placed the school in the lower 50% when compared with similar schools.

The school has established pupil and eco councils. Pupils are very clear about their roles and take their responsibilities seriously. They make a valued contribution to decision-making. For example, they have been instrumental in providing additional playground equipment.

Nearly all pupils get on well together and their behaviour is very good. They are polite and courteous to visitors. Pupils generally feel very safe in school and are confident that the school will deal with problems quickly and fairly.

Key Question 2: How good is provision?	Adequate
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Learning experiences: Good

The school provides a broad and balanced curriculum that meets requirements. A wide range of extra-curricular opportunities enriches the curriculum. Learning experiences in the Foundation Phase engage pupils in a good range of interesting activities in all areas of learning, both in the classroom and outdoors.

Throughout the school, learning experiences ensure that pupils build their numeracy and ICT skills successfully as they move from class to class. Overall, planning for the development of pupils' communication skills is good, with teachers

supplementing their own resources with commercially produced materials. In literacy, there is a good attention given to grammar and punctuation. However, pupils do not have enough opportunity to write independently and at length.

Provision for Welsh language development in the Foundation Phase is good and appropriate in key stage 2. The promotion of pupils' understanding of the culture and heritage of Wales is good.

Education for sustainable development is good. Pupils have a thorough awareness of the importance of recycling and of conserving energy and fuel. Pupils are very enthusiastic about their flower and vegetable beds in the playground and speak highly of the time they spend on the allotment, which helps them learn about the production of healthy food. Pupils have frequent opportunities to develop their understanding of the lives of others through links with schools in China, Africa and Europe.

Teaching: Adequate

Throughout the school, nearly all teachers establish good working relationships with their pupils. Many plan lessons thoroughly and engage pupils in a variety of interesting activities that meet the needs of the majority of pupils. However, teachers do not challenge pupils that are more able well enough. In lessons, teachers in key stage 2 do not provide pupils with enough opportunities to write independently, or at length. As a result, pupils do not achieve as well as they could. Most lessons proceed at a good pace and teachers use a variety of teaching strategies to suit the task. Many use skilful questioning to help pupils understand and to develop their thinking and communication skills. Teaching assistants give good support to pupils with additional needs.

Teachers know how well their pupils are progressing. They give good verbal feedback, intervening at appropriate times and mark pupils' books regularly. Their comments are often supportive, but do not consistently enable pupils to judge how successful they have been, or how they can improve their work. Pupils are encouraged to assess their own work and that of their peers.

Staff measure and track pupils' progress carefully using a recently introduced computerised system. This enables teachers to ensure that pupils are progressing appropriately and helps them set targets for improvement. Reports to parents explain clearly how well pupils are progressing and what they need to do to improve.

Care, support and guidance: Good

The school is a very caring community that goes to great lengths to ensure pupils' physical and emotional wellbeing. The school actively promotes good attendance and makes routine checks on absent pupils. There are comprehensive arrangements, in collaboration with such external agencies as health and social services, to support vulnerable pupils and those from disadvantaged backgrounds. There are good arrangements for dealing with harassment and bullying and pupils have full confidence in this system. Provision for sex and relationships education and other aspects of health and safety is appropriate.

Daily circle time, topic work and acts of collective worship promote pupils' spiritual and moral development well. They understand, and conform to, the school's rules and learn, for example, the importance of honesty and truthfulness. The school supports pupils' cultural development well through many sporting activities, musical events and a history project in conjunction with the National Waterfront Museum.

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

There is a well-organised, comprehensive programme of targeted support and guidance for pupils with additional learning needs. Teachers identify pupils with additional learning needs early and put in place a wide range of interventions and support. Teachers assess pupils regularly to ensure that they are meeting the targets in their individual education plans.

Learning environment: Adequate

The school is welcoming to pupils, parents and visitors, and recognises and celebrates diversity. The school respects and promotes individuals' rights and there are prominent displays around the school that reinforce the inclusive ethos.

Despite the limitations imposed by its age and position on a sloping site, the accommodation is adequate and the school has made it as attractive as possible. There are many colourful interactive displays highlighting pupils' work. Levels of maintenance are good, although the toilets used by pupils in key stage 2 are outdated, with small cubicles and evidence of continuing damp. The playgrounds are generally in good condition and pupils have been instrumental in developing them into quiet, play and sports areas. However, parts of the surface are very uneven.

There is an adequate supply of resources. Pupils use the ICT equipment well. However, the school does not always use its other resources well enough.

Key Question 3: How good are leadership and management?	Good
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Leadership: Good

Overall, the leadership of the school is effective. The senior management team and governing body give the headteacher very good support. They share a clear vision that provides effective strategic leadership to the school and has a positive effect on the school's life and work. All members of staff know their roles and responsibilities and they co-operate effectively to establish a nurturing ethos for pupils. They work conscientiously as a team and use regular meetings purposefully to support their professional development. Their willingness to support and challenge one another and to adopt such new initiatives as the use of tablet computers contributes significantly to improving teaching and learning.

The governing body fulfils its statutory obligations very well. Meetings are efficiently organised and focus appropriately on school improvement. Governors are well informed and have a good understanding of how the school's performance compares

with that of other similar schools. They perform their function of critical friend diligently, supporting and challenging the school to improve further.

The school is making good progress in introducing initiatives that meet local and national priorities, such as assessment for learning, the development of literacy and the promotion of the Welsh language. Together with the response towards minimising the impact of social deprivation, these initiatives are beginning to have a positive impact on pupils' standards of achievement.

Improving quality: Adequate

The school is developing robust procedures for evaluating the quality of its life and work. All staff contribute to procedures that draw on a wide range of first-hand evidence. Pupils' attainment data is analysed carefully to discern trends and areas for improvement. Senior staff make good use of classroom observations to ensure that teaching is effective, and the school takes good account of the views of pupils and parents. As a result, leaders and managers have an accurate picture of the school's strengths and shortcomings.

The recently reorganised leadership team uses outcomes of self-evaluation effectively to determine clear priorities and targets for school improvement. However, until recently, progress towards the recommendations of the previous inspection has been too slow. The detailed school development plan lists the main priorities and the tasks associated with them. The plan indicates those with responsibility, timescales and costs. It ensures that priorities are adequately funded. Implementation of this plan and recent initiatives are having a positive impact on standards.

The school is a strong learning community in which staff support each other well, and contribute to many networks of professional practice. The school has participated in several professional learning communities that have led to significant improvements in pupils' achievement and experiences in science and ICT.

Partnership working: Good

The school has a good range of beneficial partnerships that have a significant impact on pupils' standards and enrich their learning experiences. Parents and carers are valued partners that play a significant role in supporting the school during community events, family learning sessions and in collective worship, for example. The active parent teacher association raises valuable funds for the school and for charities.

There are strong links with the Flying Start provision for pre-school children that helps pupils' settle quickly into the nursery class. Partnerships with local authority services are effective in supporting pupils' progress and wellbeing. Links with the local cluster of schools are beneficial in sharing good practice and facilitating moderation of teachers' assessments in core subjects. The partnership with the main receiving secondary school eases the transition for pupils at the end of Year 6, and enables the school to use the secondary school's facilities.

The school's partnerships with local churches and organisations have increased opportunities for pupils, and pupils are proud that the joint project with the National Waterfront Museum is the first of its type.

Resource management: Adequate

The school deploys staff and resources effectively to support its priorities for development. An efficient budgetary arrangement is in place and expenditure is linked to the school's objectives, targets and plans.

Arrangements for providing teachers with time to plan, prepare and assess their work are good. The school deploys support staff efficiently and they have a positive impact on the standards and attainment of all pupils. Performance management procedures identify opportunities for the development and training of all staff. Training supports school priorities effectively. There is an adequate range of learning resources and these are generally managed well.

In view of the standards achieved by pupils, the school provides adequate value for money.

Appendix 1

Commentary on performance data

Most pupils enter the school with skills that are well below those expected of pupils of a similar age in literacy, numeracy and personal and social skills. Most pupils make appropriate progress by the end of the Foundation Phase. In 2012, the Foundation Phase outcome indicator) was above the average for the family of schools.

Comparison with similar schools placed the school in the upper 50% for all three assessed areas of learning and the Foundation Phase outcome indicator. At the higher than expected outcome 6, attainment also placed the school in the upper 50% compared to similar schools and was above the average for the family.

In key stage 2 over the past five years, attainment at the expected level 4 in English, mathematics, science and the core subject indicator has consistently placed the school in the lowest 25% when compared to similar schools. However, in 2011 and 2012, attainment in mathematics placed the school in the lower 50%, but not in the lowest 25%. This attainment is broadly in line with the family average, but well below the average for Wales as a whole. There has been a significant trend of improvement in speaking and listening in recent years and, in 2012, the school was placed first in the family of schools and above the all-Wales average. However, there has been no trend of improvement in reading or writing. Pupils' attainment in these areas placed the school close to the bottom of the family group and well below the all-Wales average.

Pupils' attainment at the higher than expected level 5 in all three core subjects has been consistently below the averages for schools in its family and across Wales as a whole, and places the school in the lowest 25% compared to similar schools.

In Welsh in key stage 2, pupils' attainment at level 4 has improved consistently since 2010. In 2012, attainment was above the average for the family of schools.

In the Foundation Phase, girls achieve better than boys in language, literacy and communication skills, but boys do better than girls in mathematical development, especially at the higher than expected outcome. In key stage 2, boys attain more highly than girls in mathematics and science at the expected level 4. In English, at the higher than expected level, boys attain significantly better than girls. Throughout the school, pupils who are eligible for free school meals attain less well than those who are not entitled to free school meals. In the Foundation Phase and in key stage 2, pupils who have English as an additional language, and those with additional learning needs, make appropriate progress.

Appendix 2

Stakeholder satisfaction report

Parents/Carers

Fifty-two parents or carers responded to the questionnaire. Responses were consistently positive and broadly in line with the picture across Wales.

All parents or carers who responded said that:

- teaching is good and staff expect pupils to work hard and do their best;
- staff treat children fairly and with respect, and children feel safe in school;
- their children are encouraged to eat healthily and take regular exercise;
- children receive appropriate additional support and the school is helping children to become more mature and take on responsibility; and
- the school is well run.

Nearly all parents or carers say that:

- overall, they are satisfied with the school;
- their children like school and are making good progress;
- pupils behave well in school;
- there is a good range of activities, homework builds well on what children learn in school and children are well prepared for moving on to the next school; and
- they are kept well informed about their children's progress and they feel comfortable about approaching the school with questions or a problem.

Many parents say that they understand the school's procedures for dealing with complaints.

Pupils

Ninety-seven pupils responded to the questionnaire. Their responses are broadly typical of those in other schools across Wales.

All, or nearly all pupils say that:

- they feel safe in school and the school deals well with any bullying;
- the school teaches them how to keep healthy and provides lots of chances to get regular exercise;
- teachers and other adults in the school help them to learn and make progress and they know what to do and whom to ask if they find the work hard;
- homework helps them to understand and improve their work in school; and
- they have enough equipment and computers to do their work.

Most pupils say that they are doing well at school and know whom to talk to if they are worried or upset.

Many pupils say that other children behave well and they can get their work done and that nearly all children behave well at playtime and lunchtime.

Appendix 3

The inspection team

Christopher Ian Dolby	Reporting Inspector
Hazel Hughes	Team Inspector
Rhiannon Mary Boardman	Lay Inspector
Glyn Williams	Peer Inspector
Trui Williams	School Nominee

Copies of the report

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