



*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**

**Waunfawr Primary School  
Waunfawr Road  
Crosskeys  
Caerphilly  
NP11 7PG**

**Date of inspection: March 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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## Context

Waunfawr Primary School is in the village of Crosskeys in Caerphilly. The area is neither economically advantaged nor disadvantaged. Nearly 23% of pupils are entitled to free school meals, which is above the national average of around 20%. There are 151 pupils aged three to eleven on roll, including 25 who attend the nursery class part-time. Pupils aged five to eleven are taught in five mixed-age classes.

All pupils speak English as their first language. No pupil speaks Welsh at home, has English as an additional language or comes from an ethnic minority. Around 14% of pupils have additional learning needs, which is below the national average of about 20%. One pupil has a statement of special educational needs.

The last inspection in February 2006 placed the school in special measures. The re-inspection in July 2007 removed it from special measures. The majority of the staff, including members of the senior management team, have been in post since before the last inspection.

The individual school budget per pupil for Waunfawr Primary School in 2011-2012 means that the budget £2,863 per pupil. The maximum per pupil in the primary schools in Caerphilly is £6,779 and the minimum is £2,494. Waunfawr Primary School is 47th out of the 75 primary schools in Caerphilly 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 and achieve well by the end of key stage 2;
- standards of behaviour are good throughout the school;
- teaching is consistently good or better;
- effective care, support and guidance leads to good standards in pupils' wellbeing; and
- a wide range of interesting learning experiences successfully engages pupils' interest and motivation to learn.

### Prospects for improvement

Prospects for improvement are good because:

- the leadership team has a clear sense of direction for the school and accurately identifies key priorities for development;
- there is good team work, a shared sense of purpose and consistency in practice;
- the school works effectively with a range of partners; and
- it has made very good progress since the last inspection.

## Recommendations

In order to improve, the school needs to:

- R1 improve standards in numeracy across the curriculum in the Foundation Phase;
- R2 adapt tasks and activities consistently and effectively to meet the needs of pupils of all abilities in both key stages;
- R3 ensure that there is a clear link between the process of self-evaluation, priorities for improving outcomes and pupil targets; and
- R4 develop the role of the governing body as a critical friend of the school.

### **What happens next?**

The school will produce an action plan that shows how it will address the recommendations.

## Main findings

<b>Key Question 1: How good are outcomes?</b>	<b>Good</b>
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### Standards: Good

Most pupils make good progress from their starting points and achieve well by the end of key stage 2.

From an excellent start in the nursery, nearly all pupils continue to develop their speaking and listening skills effectively during the Foundation Phase. By Year 2, they share ideas competently for writing simple poems and suggest appropriate describing words. In key stage 2, nearly all pupils' speaking and listening skills develop well. Many show maturity and are articulate when talking to their peers and adults. They share ideas confidently and most use subject-specific vocabulary well.

Most pupils in the Foundation Phase make good progress in their reading skills. By Year 2, pupils of average and above average ability read with expression and understanding. Most use a range of reading strategies effectively, including phonic skills, to help them in their reading. In key stage 2, many pupils are enthusiastic readers and enjoy a variety of fiction and non-fiction. Most make good progress in extracting information from books and the Internet and can interpret it from different points of view. More able pupils use evidence well to support their views.

In the Foundation Phase, pupils write for a worthwhile range of purposes. The majority choose interesting vocabulary which enlivens their writing. Many use their knowledge of letters and sounds effectively to spell words. Their handwriting is increasingly well formed and they show good understanding of basic punctuation. Pupils of above average ability, however, do not write often at greater length. In key stage 2, pupils write in a good range of interesting topics across the curriculum. Most show a good understanding of the features of different kinds of writing and make good progress in handwriting, punctuation and spelling. The handwriting and presentation of a few is less well developed.

Most pupils in the Foundation Phase make expected progress in mathematics, but they do not apply their numeracy skills so well, at a level appropriate to their ability, in their work across the curriculum.

The majority of pupils make good progress in Welsh. In lessons, they respond readily to their teachers and are beginning to participate in simple conversations. The majority of pupils' reading and writing skills are developing well. Pupils' use of Welsh outside the classroom is less confident. All pupils' knowledge of the history and culture of Wales is good.

Most pupils with additional learning needs make good progress towards their targets, relative to their starting points and abilities. The progress of pupils receiving free school meals is usually at least as good as that of other pupils, and often better.

Over the last three years in key stage 1, the percentage of pupils attaining the core subject indicator (the expected level 2 in English, mathematics and science combined) has fluctuated between above and below average. In 2011, the percentage was slightly below the average for Wales and the family of schools.

Pupils' performance at the higher level 3, however, generally compares favourably with that of pupils in the family of schools and in Wales.

Over the last three years in key stage 2, there has been a rising trend in the percentage of pupils attaining the core subject indicator (the expected level 4 in English, mathematics and science combined). In the last two years, pupils' performance was well above the average for Wales and the family of schools. Pupils' performance at the higher level 5 in English and mathematics compares very favourably with that of pupils in Wales and the family of schools, but not so well in science.

### **Wellbeing: Good**

Almost without exception, pupils say they feel safe in school. They have a good understanding of the importance of healthy eating and regular exercise. Nearly all pupils are very well behaved and are polite and courteous to staff and visitors.

Nursery children show exceptionally high levels of engagement in their activities. Most pupils continue to have positive attitudes to learning as they move through the school.

Overall attendance was below average when compared with similar schools and the national average in 2011. This was because the school remained open on snowy days but many pupils were unable to attend. In the previous three years, attendance was above average. Very few pupils are late for school.

Most pupils enjoy opportunities to take on responsibility. The school council is involved actively and effectively in making decisions about school life. Pupils who are 'play leaders' demonstrate very good social and organisational skills when providing playground activities for other pupils. Most pupils collaborate well when working in pairs and in groups.

Most pupils have a good idea of what they are doing well and what they need to improve. They pay good attention to comments made in teachers' marking of their work. Problem-solving activities in key stage 2 prepare pupils well for the world of work and business.

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

Teachers plan collaboratively and ensure appropriate coverage of the National Curriculum and religious education. The learning experiences provided in the nursery are particularly imaginative and relevant to children's interests and stage of development. Topic work throughout the school is stimulating and successfully

engages the interest of nearly all learners, but activities sometimes do not offer a sufficient degree of challenge, particularly for pupils of above average ability.

In both key stages, there are many good opportunities for pupils to apply their skills in literacy and information and communication technology in relevant contexts across the curriculum. Planning for the development of pupils' numeracy skills in key stage 2 is good, but it is less effective in the Foundation Phase.

The provision for Welsh language development is an improving aspect and planning ensures continuity and progression in pupils' learning as they move through the school. Most teachers and learning support assistants promote Welsh well during the day. Opportunities to develop pupils' knowledge of Welsh history and culture are consistently good.

The school promotes learners' understanding of sustainable development and global citizenship effectively. The Eco Committee makes decisions that have a clear influence on the school's work. Many pupils show extensive knowledge of issues linked to sustainability, such as recycling and reducing energy consumption.

### **Teaching: Good**

The overall quality of teaching is good and in a few lessons it is excellent. In the excellent lessons, the use of a stimulating range of teaching strategies and resources motivates and challenges learners exceptionally well. Very occasionally, the conclusion to lessons is too long and pupils begin to lose concentration as a result.

Most teachers make useful links to previous work and their questions encourage pupils to deepen their thinking. Teachers' secure subject knowledge ensures that their explanations are clear and confident. They share learning objectives carefully with pupils so that they understand what to do.

Teachers and support staff collaborate productively in their planning and support for pupils' learning. They manage pupils' behaviour constructively so that there is a purposeful working atmosphere in all classes.

An effective tracking system monitors pupils' progress and identifies those in need of extra support. The identification of more able pupils and targeted provision for them is at an earlier stage of development. Well-established systems for moderating teacher assessments ensure that judgements of pupils' achievements are accurate.

The consistently high quality of teachers' marking is a strength of the school. Comments in pupils' books enable them to understand how well they are doing and what they need to improve. Pupils are also frequently and effectively encouraged to review their work and assess their own progress and achievement.

Annual written reports and parents' evenings ensure that parents are fully informed about their child's progress. Reports are clear, informative and allow parents to contribute their own responses.



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

The school provides a safe, secure environment which caters effectively for pupils' health and wellbeing. It is a well-ordered and caring community with clearly-understood expectations, rules and procedures. Pupils' happiness and wellbeing are given a high priority. The school has procedures and has an appropriate policy for safeguarding.

Pupils' spiritual, moral, social and cultural development is promoted successfully through the curriculum, acts of collective worship and the personal and social education programme.

The school liaises well with a range of specialist agencies to provide additional support for pupils. For example, the school's police liaison officer has helped improve pupils' understanding of issues associated with anti-social behaviour and substance misuse.

Procedures for identifying, supporting and monitoring learners with additional learning needs are good. The effective use of teacher assessment and standardised tests facilitates the early identification of pupils in need of support. Individual education plans are effective and regularly reviewed in consultation with parents and learners.

### **Learning environment: Good**

Throughout the school there is a caring, respectful ethos. All pupils enjoy equal access to all aspects of its provision. Appreciation of the diversity of other faiths and cultures is effectively promoted through curricular topics and special themed weeks.

The school provides a bright and welcoming environment. Displays in corridors and classrooms are attractive and informative. All areas of the accommodation are used well for teaching and learning. There are plenty of resources of high quality, including books and computers, which staff use well to motivate and support pupils' learning.

Creative use of the outside areas for pupils in the Foundation Phase enriches their learning. The outdoor provision for key stage 2 pupils is less stimulating. Regular use of the forest school area in the local park benefits all pupils' learning.

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

The head teacher has successfully gained the confidence of staff, governors, pupils and most parents. They share a common understanding of the school's core values and aims.

The senior leadership team has a clear sense of direction for the school and accurately identifies areas for development. Regular senior management team meetings focus well on relevant priorities. Teaching and support staff have well

defined roles which they carry out effectively. Good team work and consistency in practice have had a positive impact on the school's work, most clearly evident in the very good progress it has made since the last inspection.

Governors are very committed and supportive of the school. They regularly attend training courses which have a clear impact on their understanding of the school's work. The sub-committee arrangements work well. Governors are increasingly well informed about all aspects of school life. They visit classrooms and have 'link' responsibilities with specific areas of the school's work. Their role in monitoring the provision and in challenging the school as a critical friend is less well developed.

The school pays good attention to national and local priorities, for example in relation to the development of pupils' communication skills and their understanding of the importance of healthy lifestyles.

### **Improving quality: Good**

The process of self-evaluation and improvement planning is developing well. There is a clear whole-school approach to self-evaluation which draws on regular quality assurance procedures. There is a self-critical and supportive culture that supports improvements to provision and pupils' performance. It involves thorough evaluation and monitoring of performance data with careful consideration of trends and progress over time.

Staff undertake a range of successful monitoring activities. These include lesson observations, detailed scrutiny of pupils' work and talking to pupils, parents and other interested parties. As a result, leaders and managers have a good understanding of the school's strengths and areas for development. However, there are sections in the self-evaluation report that are not evaluative enough in relation to pupils' progress and the standards they achieve. The link between the self-evaluation report and priorities in the school development plan is not always clear.

Targets in the school development plan are agreed following careful audits and analysis of available information and they focus clearly on improving pupils' outcomes. Progress towards meeting targets is regularly and effectively monitored and evaluated.

Involvement in networks of professional practice within and beyond the school enables staff to develop and share their professional knowledge purposefully and successfully. This has a significant impact on quality and standards in areas such as pupils' self-assessment and whole school approaches to problem solving.

### **Partnership working: Good**

The school works effectively with a range of partners. Links with parents are good. The association of parents, teachers and friends of the school raises money annually to purchase additional resources. Volunteer parents support pupils effectively by listening to readers.

The school works well with the local community. Pupils regularly participate in a range of worthwhile projects, such as 'Caerphilly in Bloom', that enrich their involvement in the community.

There are good links and effective transfer arrangements with local pre-school settings and secondary schools. Strong links with the local cluster of schools have supported improvements in many areas, particularly in the planning for Welsh as a second language and the joint moderation of teachers' assessments at the end of key stage 2.

There are very effective links with the advisory service and local authority support staff. This support has underpinned the very good progress the school has made since the last inspection.

### **Resource management: Good**

There is a sufficient number of qualified staff with a range of expertise and experience to teach the curriculum effectively. Teaching assistants play a significant role in planning, monitoring and assessing pupils' outcomes. Effective arrangements exist for covering teachers' planning, preparation and assessment time.

Performance management procedures for teaching and support staff are well understood and lead to relevant targets for improvement which relate well to whole school priorities.

There is a good range of resources to support teaching and learning in all areas of the curriculum. The standard of decoration and repair of the accommodation is good for a building which is over 110 years old.

The headteacher and governing body monitor and manage the school's budget carefully. Expenditure is well matched to priorities for improvement. Most pupils make good progress and achieve good standards. The school provides good value for money.

## Appendix 1

### Commentary on performance data

Over the last three years in key stage 1, the percentage of pupils attaining the core subject indicator (the expected level 2 in English, mathematics and science combined) has fluctuated between above and below average. In 2011, the percentage was slightly below the average for Wales and the family of schools. In the last two years, pupils' performance placed the school below the average of schools with a similar percentage of pupils receiving free school meals.

There has been a slight downward trend in the number of pupils attaining the expected level 2 in reading and writing over the last three years. In 2011, the number was below the average for the family of schools and marginally below the average for Wales. However, the percentage of pupils attaining this level in English was affected by a higher than usual number of pupils with special educational needs.

Pupils' performance at level 2 in mathematics and science has been broadly in line with that of pupils in the family of schools and in Wales over the last three years. When compared with the performance of pupils in schools with a similar number of pupils receiving free school meals, however, their performance in mathematics has been consistently below average over the last three years.

There has been an upward trend in the number of pupils attaining the higher level 3 in English. In 2011, pupils' performance was above that of pupils nationally and in similar schools. Performance at level 3 in mathematics has fluctuated, but was above the family of schools and Wales in 2011. Pupils' performance in science at this level has been consistently above that of pupils nationally and in similar schools.

Over the last three years in key stage 2, there has been a rising trend in the number of pupils attaining the core subject indicator (the expected level 4 in English, mathematics and science combined). In the last two years, pupils' performance was well above the average for Wales, the family of schools and when compared with the performance of pupils in schools with a similar number of pupils receiving free school meals.

There have been fluctuations in pupils' performance in reading and writing at level 4 over the last three years, but it was above the average for similar schools and Wales in 2011. Pupils' performance at level 4 in mathematics has been consistently above that of pupils in the family of schools and in Wales. In science, pupils' performance at this level has been above average in the last two years.

The number of pupils in key stage 2 attaining the higher level 5 in English and mathematics rose in 2011. Their performance was above the average for Wales and the family of schools in English and in line with pupils' performance in similar schools, but above national figures, in mathematics. Pupils' performance at this level in science has been consistently below the average for Wales and the family of schools.

Data on pupils' attainment shows a marked gap between the performance of boys and girls in English, particularly in reading and writing, and in mathematics in both key stages. This gap is wider than the gap between boys and girls both in Wales and when compared with pupils in similar schools. However, variations in the size and gender balance of each year group of pupils disproportionately affect the data. Inspection findings show that there are no significant differences in the progress made by girls and boys.

## **Appendix 2**

### **Stakeholder satisfaction report**

#### **Responses to parent questionnaires**

Twenty-six parents or carers completed the questionnaire. Nearly all say their children like school. All agree that their children were helped to settle in well, that they feel safe in school and are encouraged to be healthy and take regular exercise. Most think staff treat children fairly, expect them to work hard and help them become more mature. Most agree that children's progress and behaviour are good and that they receive appropriate additional support if needed. Many parents agree that teaching is good and are satisfied with the school overall. A few parents think they are not well informed about the progress of their children and do not feel that homework builds well on work in school. A few do not understand the school's complaints procedure or feel comfortable approaching it with questions or problems. A minority of parents do not think their children are well prepared for moving to the next stage of their education or that the school is well run.

Levels of parental satisfaction with the school are generally below national benchmark levels. This is due to the negative responses of a very few parents.

#### **Responses to learner questionnaire**

Sixty-two pupils in key stage 2 completed the questionnaire. Most pupils agree with all the questions asked. All pupils state that the school teaches them how to keep healthy and offers lots of opportunities for regular exercise. Nearly all feel safe in school, think it deals well with any bullying and know who to talk to if they are worried or upset. Nearly all agree that teachers help them learn, that they know what to do if they find their work hard and think they are doing well at school. They think they have enough books, computers and other equipment to do their work. Most pupils agree that others behave well in class and at break times. A few, mainly girls, do not think homework helps them understand their work in school.

Levels of pupil satisfaction are broadly in line with, or slightly above, national benchmark levels.

## Appendix 3

### The inspection team

Stephanie James	Reporting Inspector
Merfyn Jones	Team Inspector
Catherine Jenkins	Lay Inspector
Jessica Stuart-Lyon	Peer Inspector
Paul Fowler	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.