



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

A report on

**Wanarwydd Primary School
Brithwen Road
Wanarwydd
SA5 4QS**

Date of inspection: July 2019

by

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

About Waunarlwydd Primary School

Waunarlwydd Primary School is in the City and County of Swansea. Currently, there are 284 pupils on roll, aged from 3 to 11. This includes 41 part-time nursery pupils. The school has single-age classes in the foundation phase and mixed-age classes in key stage 2.

The average percentage of pupils eligible for free school meals over the last three years is around 14%, which is below the national average of 18%. The school identifies around 31% of pupils as having additional learning needs. This is higher than the national average of 21%. Nearly all pupils are of white British ethnicity. No pupil speaks Welsh at home.

The headteacher took up her post in 2004. The school's last inspection was in 2012.

The school is currently a pioneer school and is working with the Welsh Government and other schools to take forward developments relating to education reform in Wales.

Further information is available from the Welsh Government My Local School website at the link below.
<http://mylocalschool.wales.gov.uk/Schools/SchoolSearch?lang=en>

Summary

During their time at Waunarwydd Primary School, most pupils, including those with additional learning needs, make strong progress in their learning and achieve well, particularly in speaking and listening in English and in numeracy. Pupils develop excellent leadership skills and have a significant impact on school life, for example through the 'Senedd' system that engages all key stage 2 pupils to a high level in making decisions about many aspects of the school.

The school's mission, values and ethos are very strong. The provision gives pupils a deep understanding of their rights as children and develops their awareness of diversity, tolerance and respect to a high level, for example through the 'school of sanctuary' project. Teachers give pupils purposeful, beneficial experiences that help them to develop their skills well, especially in art, dance, film and drama.

The headteacher has a clear vision for the school that pupils, staff, parents and governors share. The school has a successful track record of bringing about improvements. There is effective strategic planning that links well to the school's mission and its long-standing work on the rights of the child. The school is outward-facing and engages well with national priorities, local initiatives and others schools. This provides a good basis for the professional learning of staff within the school.

Inspection area	Judgement
Standards	Good
Wellbeing and attitudes to learning	Excellent
Teaching and learning experiences	Good
Care, support and guidance	Excellent
Leadership and management	Good

Recommendations

- R1 Increase opportunities for pupils to develop their independent learning skills at the end of the foundation phase
- R2 Extend the opportunities for governors to monitor directly the quality of provision and the standards that pupils achieve

What happens next

The school will draw up an action plan to address the recommendations from the inspection.

Estyn will invite the school to prepare a case study on its ethos and its work in relation to the pupil voice, the rights of the child and the school of sanctuary for dissemination on Estyn's website

Main findings

Standards: Good

Most pupils make strong progress during their time at school. Many have strong skills in speaking, listening, reading, writing and mathematics by the end of key stage 2. Most pupils who have additional learning needs make good progress from their starting points. Across the school, pupils' creative skills are strong. For example, most younger pupils have good dance skills in ballet and contemporary styles, and nearly all key stage 2 pupils create interesting pieces of art, for instance in their work emulating Aboriginal design.

In the nursery and reception classes, nearly all pupils listen attentively and talk confidently about their activities, for example about the megalodon sharks they are drawing. By Year 2, most pupils listen respectfully to each other when they work in groups. They discuss their work using well-chosen vocabulary, for example when deciding to put mustard in the lighthouse keeper's lunchbox. Throughout key stage 2, most pupils develop very strong speaking and listening skills. They listen considerately to each other's idea and opinions, debate points of view well and respond constructively, for instance, when discussing the human rights of indigenous people.

Pupils develop good skills in reading as they move through the school. In reception, they hold books correctly and discuss the illustrations confidently. In Year 2, most pupils use a range of strategies to read challenging texts. Most pupils in lower key stage 2 read with expression and intonation. By Year 6, most read challenging texts with a high level of understanding, and explain their preferences for various texts and authors maturely. Many pupils use their higher-order reading skills effectively, for example when undertaking research in topic work.

Younger pupils in the foundation phase develop their early writing skills well. They form letters correctly and spell familiar words accurately. Pupils use their knowledge of phonics to support their independent writing effectively, for example when they write their own books about the beach. Most Year 2 pupils write successfully for a range of purposes and use basic punctuation correctly. For example, they create an alternative version of 'The Lighthouse Keeper's Lunch' by choosing their own characters and setting. However, pupils do not write independently at length often enough.

In key stage 2, most pupils build effectively on these strong early writing skills. They write well across a wide range of genres and many use imaginative language and a rich vocabulary. More able pupils use a wide range of sentence patterns and use language effectively to create an appropriate tone and atmosphere in their stories and poems. For example, pupils' written work on refugees shows their ability to express the mixed emotions of characters very convincingly.

Across the school, most pupils develop strong mathematical skills. In Year 1, most pupils calculate the cost of an ice cream accurately and give appropriate change from 20p. By Year 2, most pupils use number competently to count in twos and tens to one hundred accurately. Many pupils can identify fractions of shapes, such as

halves and two-thirds. In key stage 2, most pupils use a variety of methods to calculate their spending within a budget to build places on the mythical island of 'Pandora'. Older pupils use their knowledge of multiplication facts and mathematical operations confidently to solve problems. By Year 6, most pupils use algebra to express output from function machines confidently and accurately. A few pupils at the end of key stage 2 achieve at a very high standard.

As they move through the school, most pupils develop their information and communication technology (ICT) skills well. For example, in the foundation phase, most pupils access simple games and use tablet devices to draw pictures of lighthouses confidently. Key stage 2 pupils use ICT competently and naturally to support their learning across the curriculum, for example to film a play that they have scripted with a soundtrack. Older key stage 2 pupils create databases about Roman gods and populate spreadsheets about food miles competently.

Most pupils in the foundation phase make sound progress in developing their basic communication skills in Welsh. They greet adults enthusiastically, discuss the weather and read their written work competently. Most key stage 2 pupils ask and answer questions confidently using an increasing range of vocabulary and sentence patterns. They read texts and respond successfully to questions. Many pupils write purposefully with reasonable accuracy, for example, when writing a short biography of Katherine Jenkins. By Year 6, many express likes and dislikes well, often adding detail to their answers, but their confidence in using their oral Welsh skills in a range of contexts or beyond designated Welsh lessons is more limited.

Wellbeing and attitudes to learning: Excellent

The standard of pupils' wellbeing is a strength of the school. Nearly all pupils feel safe at school. They have strong and respectful working relationships with the adults in the school and nearly all know where to turn for support, if necessary. Most pupils demonstrate significant care and concern for one another, particularly in the way in which older pupils consider younger pupils.

Most pupils have a good understanding of how to make healthy lifestyle choices. For example, the group in the school's 'Senedd' leading on healthy schools produced a leaflet to inform parents about making healthy choices in their packed lunches. Most pupils improve their fitness by taking part in a range of physical activities during and after school, such as basketball and cross-country running. Older pupils have a clear understanding of e-safety and share this knowledge effectively with pupils in the foundation phase. Nearly all pupils at the school know not to share their password with anyone and can explain why this is important.

Most pupils have a very deep understanding of their rights and responsibilities. Most pupils have a strong sense of tolerance, fairness and respect and they have benefitted greatly from their work on the rights of the child and the school as a sanctuary. They understand and empathise very well with the feelings of others, for example in their work on the Second World War and the difficulties faced by refugees. Pupils understand very well the link between their rights as children, the school's mission and values, and their responsibility for their own behaviour. This makes a strong contribution to the positive way that pupils interact with each other during lessons and at break times.

Pupils in key stage 2 show pride and enthusiasm when taking on additional responsibilities. They provide very effective, collective leadership through active participation in 10 wide-ranging 'Senedd' groups that involve all key stage 2 pupils. This involvement is having a very positive impact on developing pupils' skills as ethical, informed and active citizens. For example, the group linked to the school's curriculum has considered the school's provision and reflected on how well pupils are developing aspects of a growth mindset and the four purposes of the new curriculum for Wales. As a result, they asked leaders to increase opportunities for pupils to develop their skills in relation to co-operation and to plan educational visits linked to their topic work every half-term. The group linked to the school's mission has provided leadership in developing ideas around the concept of 'school of sanctuary'. Pupils in other groups, for example those linked to health and safety, communication, digital footprints, enterprise, learning environment and sustainability can articulate strongly their impact on significant aspects of the school's life and work.

Most pupils engage enthusiastically with their learning. They take advantage of the worthwhile opportunities provided by staff to express their ideas about what they want to learn in their topic work. For example, younger pupils in the foundation phase suggest ideas to make two-dimensional sea creatures and to carry out a numeracy animal treasure hunt as part of their 'Go Wild' project. All pupils engage purposefully in 'everyone plans in class' activities at the start of topics to express ideas about what and how they wish to learn.

Most pupils are attentive and sustain concentration for increasingly longer periods. Through encouragement from staff, they demonstrate a growing sense of resilience and they are aware of the need to persevere to complete tasks and thrive on the praise they are given. Even young pupils in the foundation phase have a good awareness of the learning behaviours that can help them to tackle difficult tasks and to succeed at their work. Many pupils in key stage 2 have a good understanding of their learning targets and can explain how they have improved their work.

Teaching and learning experiences: Good

All staff have strong working relationships with their pupils and this has a positive impact on pupils' attitudes to learning. Staff manage pupils' behaviour well, creating calm learning environments across the school. Nearly all teachers have strong subject knowledge and they use their expertise well to stimulate and further pupils' knowledge and understanding. Most adults use questioning effectively to move the learning on at a suitable pace and to ensure that pupils remain engaged. In general, teaching assistants support pupils successfully, particularly when working with less able pupils in small groups.

Across the school, most teachers use a wide-range of approaches and resources to support pupils' learning successfully. They plan worthwhile tasks that meet the needs of most pupils well. Teachers ensure that pupils often develop their knowledge and skills through relevant, real-life contexts, and they plan a suitable range of investigations where pupils can explore different approaches to solve problems. Most teachers provide purposeful feedback to pupils. This helps them to reflect on how well they are doing and to identify the next steps to improve their work. Effective approaches, such as the school's 'reflect and prove' (RAP) strategy, support most pupils to move their learning forward well.

The school provides an exciting, broad and balanced curriculum, which meets the needs of most learners. Most teachers plan relevant learning experiences that develop pupils' skills effectively. Through the 'everyone plans in class' approach, teachers incorporate pupils' ideas on what they want to learn effectively. This helps to give pupils' learning suitable relevance and purpose. The school enriches the curriculum well through many educational visits and visitors. The school has embedded the principles of the foundation phase generally well. This is especially the case in the earlier part of the phase, but less so at the end of the phase where, on occasion, there tends to be too much teacher direction of pupils' learning.

Provision for the expressive arts is a strength of the school. Across the school, teachers plan very well for the development of pupils' skills in art, dance, film and drama. Pupils engage in exciting work with textiles, such as batik rocket pictures, as well as marbling and sculpture. The school promotes pupils' performing art skills successfully and working with choreography and music specialists enables pupils to perform to a high standard.

Pupils have access to an extensive outdoor environment and they benefit from well-planned learning experiences in the school grounds, such as when they use the woodland as a backdrop to the films they create for their topics. For example, pupils in nursery and reception enjoy using the 'mud kitchens' as part of their enhanced provision activities and pupils in the lower part of key stage 2 undertake purposeful investigations to estimate the height of trees in the school grounds and the pattern of grass height on the school field.

Teachers generally provide many purposeful opportunities for pupils to develop their literacy, numeracy and ICT skills across the curriculum. For example, teachers plan activities that encourage pupils to create multi-media presentations drawing on their knowledge and understanding across different subject areas and they ensure that pupils use their numeracy skills to investigate rationing in their topic on the Second World War.

The school's provision to develop pupils' Welsh language skills is effective. Designated lessons build on pupils' previous learning suitably. Teachers encourage pupils to use their language skills around the school regularly. Pupils have opportunities to play games in purposeful contexts and they learn a suitable variety of Welsh songs. As a result, most pupils are enthusiastic learners of the language. Teachers promote pupils' understanding of the culture and heritage of Wales well. Special celebrations, such as the school eisteddfod combined with visits to places such as Caerleon and Llangrannog, develop pupils' understanding of the culture and heritage of Wales successfully.

Care, support and guidance: Excellent

The school is a happy and inclusive community. Teachers know pupils very well and demonstrate a strong commitment to ensure their wellbeing. They support pupils' emotional and social development successfully, particularly through their values education programme, the emphasis on children's rights and the school of sanctuary project. Staff embed children's rights into their planning and their conversations with pupils and this nurtures pupils' understanding of rights and responsibilities very well. This high quality of rights-based provision, allied to purposeful work within the taught

curriculum linked to rights and values, underpins the excellent ethos and atmosphere within the school. These feed through into highly productive working relationships between staff and pupils, based on shared values, mutual respect and tolerance.

Leaders have established highly effective, pupil-led 'Senedd' groups that contribute very well to the life and work of the school and which provide purposeful contexts for pupils to develop their leadership skills and their awareness of active citizenship. These arrangements are wide-ranging and include all pupils in key stage 2. They contribute very well to the way that pupils feel that their voice matters and that staff will value their views and take them fully into account. Notable examples of success are the positive impact of the pupil-led groups for the curriculum, the school mission and communication in taking forward initiatives linked to the school of sanctuary, the development of pupils' understanding and application of growth mindset principles, an increase in co-operative tasks across the curriculum and the creation of a pupil-led school blog.

Provision for pupils to engage with the creative arts is a very strong feature of school life. Teachers plan many and varied activities for pupils to develop their artistic skills within the school and beyond. Activities include opportunities to perform in local theatres, to participate in drumming workshops and to work with local artists, such as the sculptor, Ami Marsden. These experiences develop pupils' artistic skills well, and also promote their confidence and co-operative skills to a high level as well.

The school's arrangements to promote healthy eating and drinking are effective. The provision of a healthy tuck shop encourages pupils to make sensible choices about what to eat during break times. Staff encourage pupils to participate in the numerous after-school games activities, such as netball, tennis and rugby. There are good opportunities for pupils to learn about the dangers of substance misuse and the importance of internet safety. The school's arrangements for safeguarding meet requirements and give no cause for concern.

Teachers use detailed systems to track pupil performance suitably and to identify those who would benefit from additional support. The school's arrangements for moderating pupils' work among staff are strong and ensure a sound level of internal consistency and reliability in judgements about standards and progress. The use of class profiles, alongside 'gains and issues' meetings with senior leaders, ensures that the school understands the progress of pupils well, identifies those who are falling behind and puts in place appropriate support quickly. The quality of intervention programmes and the support from teaching assistants for pupils with additional needs are good. The school allocates teaching assistant support flexibly and effectively according to emerging needs.

When planning support for pupils with additional needs, staff consult with parents and pupils to create individual plans that target pupils' needs well. Staff monitor pupils' progress well. As a result of these thorough arrangements, pupils with additional learning needs make good progress from their individual starting points. The school has strong links with external agencies and specialist services, such as education psychologists and speech and language therapists. These provide effective support and guidance for staff, parents and pupils.

Leaders and staff keep parents well informed about school activities, for example they publish regular blogs and posts on social media. Staff organise useful workshops for parents and pupils to work together on a variety of learning activities. These workshops are successful in showing parents how well their children are achieving and how they can help them with their learning at home.

There are appropriate opportunities for pupils to learn about life in other parts of the world and to understand different cultures and issues related to diversity and equality. The school encourages pupils to understand the importance of contributing to community life successfully through their involvement with the church, by raising money for charities and supporting the local foodbank.

Leadership and management: Good

The headteacher has a clear vision for the school that she shares effectively with pupils, staff, governors and parents. The focus of leaders on developing pupils' understanding of their rights and responsibilities provides a highly coherent structure to the school's ethos, curriculum and strategic development. Leaders model and promote professional values and behaviours well, such as establishing high expectations and mentoring staff who take on new responsibilities. Senior leaders work well together and have built a strong professional learning community among staff at all levels.

The school addresses national priorities successfully and is outward facing in taking on educational initiatives and engaging with new ideas and approaches in others schools. As a pioneer school in relation to the curriculum, leaders have worked effectively with staff, governors and pupils to provide a clear strategic rationale for pupils' learning, which embeds the four purposes of the new curriculum for Wales with the school's work on the rights of the child. As a lead creative school, leaders have taken forward developments to enrich pupils' experiences of the expressive arts successfully. Leaders encourage staff to innovate and to take risks in planning and delivering the curriculum within a supportive, collegiate atmosphere. As a result, pupils experience a highly effective emphasis on values education, human rights, and the importance of tolerance and respect for diversity.

The school's strategic planning builds well on the school's long-standing emphasis on children's rights and recent curricular developments. For example, the school development plan is pupil-friendly and reflects the school's emphasis on pupils' wellbeing, learning behaviours and standards well. It links closely to the whole-school emphasis on the UN charter on the rights of the child, especially the pupils' right to be safe, to learn and to be the best that they can be. The school has a successful track record of bringing about improvements, including in areas of provision that were already strong at the time of the previous inspection, such as in the provision for pupils' wellbeing, and in other areas, such as in reading, creative writing and the expressive arts. Whole-school improvement planning has a clear link to priorities from previous years, bringing continuity to aspects of the school's work.

Over time, senior leaders have undertaken an extensive range of monitoring and review activities. They value pupils' feedback and consult parents appropriately, for example through termly engagement events. They report to parents regularly on what they have done in response to their feedback, through the school's 'you said, we did' strategy. In general, these activities have enabled leaders to identify strengths and shortcomings in the quality of the school's provision.

Recently, the senior leadership team has identified the need to build the capacity of middle leaders in order to improve the way they monitor and evaluate the school's work as teachers try out different approaches to curriculum development. All staff now work together well within 'areas of learning and experience' teams, led by a middle leader. They draw together evidence from a wide range of monitoring activities to identify strengths in the school's curriculum provision and to plan how they will improve areas requiring development. Senior leaders provide beneficial feedback to staff and this is helping to build a reflective, ongoing process of evaluation and review in relation to the new curriculum developments.

There is a successful culture of self-improvement within the school. Leaders encourage all staff to develop their professional knowledge, understanding and skills. For example, the deputy headteacher's work with a university is helping staff to develop an understanding of how to use action inquiry to support them to improve aspects of their practice. The school's professional learning programme links well to whole-school priorities, staff areas of responsibility, individual staff development needs and the performance management process.

Governors support leaders well and they fulfil their statutory duties appropriately. They are knowledgeable about many aspects of the school's day-to-day work. They provide suitable challenge to school leaders, for example by questioning them about how they will ensure pupils' standards in literacy and numeracy will continue to improve as staff design a new curriculum. Recently-established links between governors and area of learning and experience teams enable governors to learn more about the school's curriculum developments, but its role in directly monitoring standards is more limited. The governing body has begun to evaluate its own effectiveness appropriately.

The school provides a welcoming and attractive environment for learning. Leaders and governors ensure that the school's improvement priorities receive appropriate funding. They make suitable use of the pupil development grant to improve outcomes for vulnerable pupils. Leaders have been successful in securing grants to enhance provision, which has had a positive impact on pupils' creative and performance skills. Over a sustained period, the school has maintained a high level of financial reserves. The school's leaders have developed a suitable plan to bring these reserves within recommended limits by the end of the financial year.

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.wales)

Estyn evaluates a provider's effectiveness using a four-point judgement scale:

Excellent	Very strong, sustained performance and practice
Good	Strong features, although minor aspects may require improvement
Adequate and needs improvement	Strengths outweigh weaknesses, but important aspects require improvement
Unsatisfactory and needs urgent improvement	Important weaknesses outweigh strengths

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

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

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Publication date: 16/09/2019