



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

**Dunvant Primary
Dunvant Road
Dunvant
Swansea
SA2 7SN**

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:

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

Dunvant Primary School is on the outskirts of Swansea. It serves an area that is neither prosperous nor economically disadvantaged. Approximately 8% of pupils are entitled to receive free school meals, which is well below the national average.

There are 356 pupils on the school roll, including 47 part-time nursery children. Ninety-three per cent of pupils come from English-speaking homes and a very few pupils speak Welsh at home. The remaining pupils are from minority ethnic groups. A few pupils receive support for learning English as an additional language. Around 10% of pupils have additional learning needs and a very few have a statements of special educational need.

Over the last two years there have been significant staff changes. The acting deputy headteacher and one other teacher were on sick leave at the time of the inspection.

The school was last inspected in March 2007. The headteacher was appointed in September 2010.

The individual school budget per pupil for Dunvant Primary School in 2012-2013 means that the budget is £3,026 per pupil. The maximum per pupil in the primary schools in Swansea is £9,629 and the minimum is £2,634. Dunvant Primary School is 72nd 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	Adequate

Current performance

The current performance of the school is adequate because:

- most pupils achieve good standards in speaking and listening;
- standards in the Foundation Phase are good;
- pupils' reading skills in key stage 2 are improving; and
- pupils' behaviour is good.

However:

- there are limited opportunities for pupils in key stage 2 to develop their writing, numeracy, information and communication technology (ICT) and thinking skills across the curriculum;
- standards in Welsh are variable throughout the school;
- teachers' planning does not develop pupils' skills progressively across all areas of the curriculum in key stage 2; and
- the quality of teaching in key stage 2 is variable and does not consistently challenge pupils of all abilities.

Prospects for improvement

The prospects for improvement are adequate because:

- the headteacher has a clear vision for the school that focuses appropriately on improving pupil outcomes and wellbeing;
- the school is developing a model of distributed leadership, but this is at an early stage of development; and
- teachers are now actively involved in several professional learning communities to raise standards in literacy.

However:

- monitoring does not focus well enough on the quality of teaching and pupils' outcomes;
- self-evaluation procedures are not fully embedded in the work of the school; and
- the governing body does not play an active part in self-evaluation and planning for improvement.

Recommendations

- R1 Raise standards in writing, numeracy, ICT and thinking skills across the curriculum in key stage 2
- R2 Raise standards and improve provision in Welsh across the school
- R3 Improve the quality of teaching and long-term planning in key stage 2 to ensure that teachers consistently challenge pupils of all abilities
- R4 Strengthen assessment procedures and assessment for learning in key stage 2
- R5 Further develop distributed leadership and the role of governors as critical friends
- R6 Embed self-evaluation processes and ensure that self-evaluation focuses rigorously on raising standards

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 start school with above average skills in literacy, numeracy and personal and social development.

The majority of pupils listen well and, by the end of Foundation Phase, they answer questions readily and discuss their work effectively with peers and adults. By the end of key stage 2, most pupils contribute effectively to class discussions and use appropriate persuasive language.

In the Foundation Phase, the majority of pupils speak Welsh regularly as part of their daily routines. They use a range of phrases appropriately and respond well to simple questions. By the end of key stage 2, although many pupils have a positive attitude towards Welsh, most lack the confidence to use it in a range of situations and their reading and writing skills are poor.

Most pupils in the Foundation Phase make good progress in their early reading skills. Many pupils read at a level suitable for their age and stage of development. Most talk confidently about characters and refer to the text when appropriate. In key stage 2, many make good progress in their reading skills. They competently use a range of sources to locate information and the majority consistently present their research in their own words. More able pupils in Year 6 have good higher-order reading skills and they skim and scan a text efficiently to locate specific information quickly.

By the end of the Foundation Phase, many pupils write short pieces independently. More able pupils have a sound understanding of sentence structure and punctuation and they occasionally write at length for a purpose.

In key stage 2, the majority of pupils make appropriate progress in writing. More able pupils occasionally write at length and use a wide vocabulary effectively. A majority write well for a range of purposes and audiences in English lessons. However, progress in writing is inconsistent and pupils do not develop their writing skills well enough across the curriculum. In the majority of classes in key stage 2, pupils' spelling, handwriting, presentation and drafting skills are underdeveloped.

In key stage 2, many pupils' numeracy, thinking and ICT skills are underdeveloped across the range of subjects.

In 2012, the performance of pupils in attaining the expected outcome 5 at the end of the Foundation Phase was below the average for schools in the same family in language, literacy and communication skills, mathematical development and personal and social development, wellbeing and cultural diversity. When compared with performance levels in similar schools (schools with similar proportions of pupils entitled to free school meals), performance was in the lowest 25% in all three areas of learning. At the higher than expected outcome 6, more able pupils' performance was below that of other schools in the same family in the three areas of learning and placed the school in the lower 50% of similar schools. However, scrutiny of pupils'

books in the Foundation Phase shows that standards are better than these outcomes.

In key stage 2, performance in English, mathematics and science at the expected level 4 has generally been below family averages for two of the last three years. In comparison with levels in similar schools, performance has generally been in the lower 50%. The performance of more able pupils at the higher than expected level 5 over a four-year period has also generally been consistently below the average for other schools in the family. This means that more able pupils make insufficient progress.

The gap between the achievement of pupils who receive free school meals and those who do not has not closed over the past few years. Many pupils with additional learning needs make appropriate progress from their starting points.

Wellbeing: Adequate

Pupils' standards of wellbeing are good. Nearly all pupils understand the importance of eating healthily and taking regular physical exercise. Most take part in a wide range of physical activities, such as sports and games.

Behaviour is good and there have been no exclusions in the last three years. Most pupils across the school are polite and courteous. They show respect and care towards their peers and work together conscientiously. Anti-bullying ambassadors, peer mediators and playground buddies help pupils of all ages to play together happily at break times and lunchtime. Most pupils enjoy school and feel appreciated and supported.

In the Foundation Phase pupils are becoming more involved in assessing their own work and this is helping them to gain an understanding of what they need to improve. However, this good practice is not consistent in key stage 2.

The attendance rate has improved over the last two years and is currently 92.5%, but is still lower than the Welsh average and the average for similar schools. Most pupils arrive on time in the mornings.

Members of the school and eco councils offer ideas to improve the school; for example, they help plant flowers and ensure that more bins are located around the school. They often make presentations to the governing body and this strengthens their communication skills. Many pupils contribute to a wide range of social events and activities and they have a strong awareness of the local community.

Key Question 2: How good is provision?

Adequate

Learning experiences: Adequate

The school's curriculum is broad and balanced and complies with statutory requirements.

Teachers' planning in the Foundation Phase is good and rich learning experiences engage and stimulate pupils well. Planning to develop pupils' key skills of literacy, numeracy and ICT is good. In key stage 2, planning for English and mathematics is

more detailed than for science and the foundation subjects. However, planning does not consistently meet the needs of all pupils. Plans for the development of writing, numeracy, ICT and thinking skills are not specific enough to provide sufficient opportunities for pupils in key stage 2 to apply these skills across the curriculum.

The school offers a wide range of extra-curricular activities and learning experiences, which enhance pupils' learning well.

Provision for the Welsh language is developing appropriately. The school places a strong emphasis on raising pupils' awareness of the Welsh dimension.

The school actively promotes pupils' awareness and understanding of global citizenship and sustainable development. The school actively recycles waste and has good links with various countries in Africa.

Teaching: Adequate

Most teachers establish good working relationships with pupils and many manage behaviour well. Where teaching is good or better, teachers have high expectations of pupils' learning, outcomes are explicit, activities challenge pupils well and support staff provide positive encouragement for pupils.

Where teaching is less effective in key stage 2, there is a lack of challenge, particularly for the more able. The pace of lessons is slow and pupils have few opportunities to develop their writing, numeracy, ICT, problem-solving and thinking skills across the curriculum.

In the best lessons, teachers use a range of assessment for learning strategies effectively. These enable pupils to reflect on what they have done well and to understand what they need to do in order to improve. However, this good practice is not consistent throughout the school.

Nearly all teachers mark pupils' work regularly and praise effort. Where marking is more effective, teachers provide pupils with clear guidance on how to improve their work.

The recently introduced system for tracking pupil performance ensures that assessment information is updated regularly. However, the scrutiny of pupils' books shows that teachers' levelling of pupils' performance is inconsistent. This shortcoming impacts on pupils' achievements and on more able pupils' ability to attain the higher levels.

End-of-year reports are informative and provide parents and carers with a clear picture of their child's progress.

Care, support and guidance: Good

There are effective arrangements in place to support pupils' health and wellbeing.

The provision for pupils' spiritual, moral, social and cultural development is good. The school plans for personal and social education suitably and schedules specific sessions to develop these aspects. Effective use is made of specialist services and links with external agencies to support identified pupils.

The school has good systems to identify, at an early stage, any pupils who have additional learning needs. Staff prepare appropriately differentiated tasks for these pupils. Individual education plans set appropriate targets but the review of these is inconsistent. In the best practice, parents know their child's targets and their progress against these. The school has a number of successful intervention programmes for pupils who underachieve in specific areas, for example to support improvements in reading.

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

Learning environment: Good

All pupils have equal access to the curriculum and participate fully in the life of the school. The school is a well-organised, calm and welcoming environment where pupils feel valued.

Classrooms provide purposeful areas to promote pupils' learning. Displays throughout the school are bright and creative and there are enough resources in most areas to meet the needs of pupils.

Since the last inspection, the outdoor areas have been developed to offer an enhanced range of activities, for example a forest school. Overall, the buildings and outdoor environment are maintained to a good standard.

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

The headteacher has made a number of significant, well-focused improvements since her appointment and these are beginning to have a positive impact on provision, pupils' wellbeing and the school community. She has high expectations of leaders, managers, staff and pupils and she provides clear direction to the life and work of the school.

The current re-organised senior management team provides appropriate leadership. Although members have a good balance of experience and well-defined responsibilities, staffing instability continues to limit the effectiveness of the team. Subject leaders are becoming more involved in monitoring learning and teaching and they are developing their analytical skills in relation to performance data. This is beginning to make a positive contribution to school improvement.

Staff now work together well as a whole-school community. The formation of new curricular teams is helping to promote distributed leadership appropriately. Staff share information well through regular staff and phase meetings.

Governors are supportive of the school, but their role in challenging and moving the school forward has been relatively limited. Each governor links to a specific subject area and this is helping governors to develop a better understanding of pupils' standards and the day-to-day work of the school. The school's policies meet statutory requirements and the governing body reviews them regularly.

The school addresses local and national priorities well, for example in relation to raising pupils' oracy and reading standards.

Improving quality: Adequate

The school is beginning to develop appropriate self-evaluation procedures. Since the appointment of the current headteacher, evaluation activities have focused more sharply on raising standards. There is an appropriate link between the school's self-evaluation procedures and planning for improvement. The school gives appropriate consideration to the viewpoints of staff, pupils, parents and governors.

The school development plan refers suitably to the school's priorities and has challenging targets and appropriate milestones. However, the quality of planning for improvement at subject and aspect level varies.

The school has not responded fully to the recommendations of the last inspection. There has been limited progress in the standards pupils achieve in numeracy and ICT; assessment procedures are developing but are not fully effective; and self-evaluation processes are at an early stage of development.

A coherent professional development programme established by the headteacher is beginning to impact well on standards and provision in the Foundation Phase. There is an appropriate link between these activities and staff performance management targets. However, internal professional networking to share good practice within the school and beyond is underdeveloped.

Partnership working: Good

The school has effective partnerships and leaders are proactive in securing new partnerships that help to improve opportunities for pupils. Many changes over the past two years have strengthened these links and are having a positive effect, particularly on pupils' wellbeing.

The school works well with parents and communication between school and home is good. Links with all pre-school settings are strong and these ensure that pupils settle well into school life. Planning for transition from key stage 2, to the secondary school is effective and older pupils feel confident and ready for the move to Year 7.

The local community makes good use of the school buildings. A number of clubs and organisations use the school hall regularly. Pupils often visit local chapels and nursing homes and these experiences help pupils gain a better understanding of everyone's contribution to society.

Standardisation and moderation procedures with other local primary schools are beginning to result in more accurate teacher assessments at the end of key stage 2.

Resource management: Adequate

The school has sufficient qualified teachers and a very large number of teaching assistants. Most teaching assistants support teachers well. Recent performance management procedures for teaching staff and support staff are good but it is too

early for these to impact positively on raising standards for many pupils. Staff have good access to professional development opportunities and, in many cases, training has a positive impact on provision and outcomes, particularly in the Foundation Phase. The arrangements for teachers' planning, preparation and assessment time comply with statutory requirements.

The school allocates resources in line with the priorities and targets identified in the school development plan. There is an appropriate range of learning resources, which staff use well to support pupils' learning.

The school has a deficit budget. However, this is with the agreement of the local authority and there are plans to clear the deficit by the end of the summer.

In view of the standards achieved and the quality of provision, the school provides adequate value for money.

Appendix 1

Commentary on performance data

In 2012, the performance of pupils attaining the expected outcome 5 at the end of the Foundation Phase was below the average for schools in the same family in language, literacy and communication skills, mathematical development and personal and social development, wellbeing and cultural diversity. When compared with performance levels in similar schools (schools with similar proportions of pupils entitled to free school meals), performance was in the lowest 25% in all three areas of learning. In addition, outcomes were below the average for Wales in literacy and mathematical skills. In literacy and personal skills, girls do better than boys.

At the higher than expected outcome 6, the performance of more able pupils was also below that of other schools in the same family and placed the school in the lower 50% of similar schools for all three areas of learning. Girls attain better than boys at this level.

In key stage 2, performance in English, mathematics and science at the expected level 4 has generally been below family averages for two of the last three years. In comparison with levels in similar schools, performance has generally been in the lower 50%. Performance at the higher than expected level 5 over a four-year period has also generally been consistently below the average for other schools in the family. When compared with results in similar schools, performance in all three subjects has generally been in the lower 50% over the last four years.

Girls generally perform better than boys at the expected level 4 in all three subjects. There is no significant difference in more able pupils' performance at the higher than expected level in English and mathematics, but boys perform considerably better than girls in science.

For four of the last five years, pupils not entitled to free school meals have performed significantly better than pupils who are entitled to free meals.

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

Forty-eight questionnaires were received from the school's pupils. In general, the response is very positive, and is more positive than the average across Wales.

All pupils say that:

- they feel safe at school; and
- teachers and other adults at the school help them to learn and make progress.

Nearly all pupils say that:

- there are many opportunities for them to undertake physical exercise at school;
- they know what to do and to whom to speak if work is difficult;
- they know to whom to speak if they are anxious about something;
- the school teaches them how to keep healthy; and
- they are doing well at school.

Most pupils say that:

- the school deals well with any bullying.

Many believe that:

- homework helps them to understand and improve school work; and
- they have enough books and equipment to do their work.

The majority say that:

- nearly all children behave well at play time and lunch time; and
- other children behave well so that they can get their work done.

Responses to parent questionnaires

Eighty-one parents responded to the questionnaires. Responses are generally positive, but in some aspects they are not as positive as the responses of other schools across Wales.

Nearly all parents said that:

- their child received support to settle in well when starting school; and
- staff expect their children to work hard and do their best.

Most parents say that:

- they are satisfied with the school in general;
- teaching is good;
- their children are encouraged to keep healthy and undertake regular physical exercise;
- their children are safe at school;
- their children are making good progress at school;
- their children receive appropriate additional support in relation to any individual specific needs; and
- the school helps their children to be more mature and to shoulder responsibilities.

Many parents agree that:

- pupils behave well at school;
- staff treat all pupils fairly and with respect;
- the homework that is given builds well on what their children learn at school;
- they receive regular information about their children's progress at school;
- they feel comfortable in asking the school a question, making suggestions or identifying a problem;
- they understand the school's system for dealing with complaints;
- children are prepared well for moving on to the next school; and
- the school is well run.

Appendix 3

The inspection team

Gareth Evans	Reporting Inspector
Hazel Hughes	Team Inspector
Rhian Jones	Team inspector
Julie Price	Lay Inspector
Michael Griffiths	Peer Inspector
Rebecca Griffiths	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.