

**Inspection under Section 28 of the
Education Act 2005**

A Report on the Quality of Education in

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

School Number: 6702067

Date of Inspection: 13th – 15th February 2007

by

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15781**

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The purpose of Estyn is to inspect quality and standards in education and training in Wales. Estyn is responsible for inspecting:

- nursery schools and settings that are maintained by, or receive funding from, local education authorities (LEAs);
- primary schools;
- secondary schools;
- special schools;
- pupil referral units;
- independent schools;
- further education;
- adult community-based learning;
- youth support services;
- LEAs;
- teacher education and training;
- work-based learning;
- careers companies; and
- the education, guidance and training elements of Jobcentre Plus.

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- provides advice on quality and standards in education and training in Wales to the National Assembly for Wales and others; and
- makes public good practice based on inspection evidence.

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Waun Wen Primary School was inspected as part of a national programme of school inspection. The purpose of inspection is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents information about the performance of their child's school.

The inspection of Waun Wen Primary School took place between 13/02/07 and 15/02/07. An independent team of inspectors, led by Dr. Peter David Ellis undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral, social and cultural development.

The five-point scale used to represent all inspection judgements in this report is as follows:

Grade 1	good with outstanding features
Grade 2	good features and no important shortcomings
Grade 3	good features outweigh shortcomings
Grade 4	some good features, but shortcomings in important areas
Grade 5	many important shortcomings

There are three types of inspection.

For **all** inspections, there is a written report on seven key questions.

For **short** inspections, there are no subject reports.

For **standard** inspections, there are also reports on six subjects.

For **full** inspections, there are also reports on all subjects.

Estyn decides the kind of inspection that a school receives, mainly on the basis of its past performance. Most schools receive a standard inspection. All nursery schools, special schools, pupil referral units and any new or amalgamated schools receive a full inspection.

This school received a **standard** inspection.

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' (R) refers to the year group of pupils in a primary school who reach the age of 5 during the academic year. Year (Y) 1 refers to the year group of pupils who reach the age of 6 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	R	Y 1	Y 2	Y 3	Y 4	Y 5	Y 6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y 7	Y 8	Y 9	Y 10	Y 11	Y 12	Y 13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The National Curriculum covers four key stages as follows:

Key stage 1	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

Contents Page

Context	1
Summary	3
Recommendations	9
Standards	10
Key Question 1: How well do learners achieve?	10
The quality of education and training	13
Key Question 2: How effective are teaching, training and assessment?	13
Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?	15
Key Question 4: How well are learners cared for, guided and supported?	18
Leadership and management	20
Key Question 5: How effective are leadership and strategic management?	20
Key Question 6: How well do leaders and managers evaluate and improve quality and standards?	21
Key Question 7: How efficient are leaders and managers in using resources?	23
Standards achieved in subjects and areas of learning	24
Under 5s	24
Science	28
Design technology	30
Geography	31
Art	32
Physical education	33
School's response to the inspection	34
Appendices	35
1 Basic information about the school	35
2 School data and indicators	35
3 National Curriculum assessments results	36
4 Evidence base of the inspection	38
5 Composition and responsibilities of the inspection team	39

Context

The nature of the provider

1. Waun Wen Primary School is situated in a mixed inner-city area about half a mile from Swansea city centre. The school, which was opened in 1875, is built on a sharp incline, so that the accommodation is constructed on four levels with steep steps connecting each part of the building. The interior has been extensively renovated and remodelled over the years. The accommodation is spacious and comprises 11 classrooms, a hall, a staff room, administrative offices, a library, a computer suite and a kitchen, where meals are cooked on site. Outside there is access to all parts of the building by means of an inclined hard surface area, which includes two separate playgrounds. There is no playing field, but there is an adjoining park, which the school uses.
2. The school currently caters for 96 pupils from reception to Year (Y) 6, plus 18 of nursery age, who attend part-time. The number on roll has fallen considerably over the last five years by around 33%, due mainly to a declining local population, although some parents send their children to the school from outside the catchment area by choice. The area the school serves is judged to be socially and economically deprived. Pupils come from a range of private, rented and housing association homes and there is a high turn over of occupants in some of the residences. Around 73% of pupils are registered as being entitled to free school meals, which is far above the local and national averages. The majority of the intake have underdeveloped basic skills on entry, although most have participated in pre-school education. About 26% are identified as requiring special educational needs (SEN) support, one of whom is statemented; this is above the national norm. There is none for whom the National Curriculum (NC) is disapplied. Approximately 12% of pupils come from an ethnic minority background and speak English as an additional language (EAL), of whom three are from asylum seeker families. There are no natural Welsh speakers and none is in care.
3. The school was last inspected in January/February 2001; there have been no major changes in staffing or accommodation since this date, although immediately following the inspection the uppermost level of the building was due to be remodelled to accommodate a 'Flying Start' facility. The school was awarded the Basic Skills Agency's Quality Mark in 2003.

The school's priorities and targets

4. The school's mission statement is 'Happily Achieving Together'. Its vision statement contains the following goals:
 - 'In our school we strive to create an atmosphere that is happy, caring and stimulating. We want our children to feel they belong here. We want them to feel secure.

- We value all children for who they are, not just for what they can do and we expect all children to value everyone else in the school community in the same way.
 - We have high expectations of our children and we strive to set high standards for them at all times in all aspects of school life.
 - We want our children to gain the necessary confidence to always work towards their full potential, achieving their best possible standard in all areas of learning.
 - We recognise the importance of parents as the first educators and we aim to build on that foundation. We see them as partners in the learning process and we seek ways to strengthen that partnership for the benefit of the children.
 - We aim to prepare children for life in society. We want them to show respect and tolerance towards others and to behave responsibly.
 - We aim to help children become independent learners.
 - We want them to understand both the importance and joy of learning. We want them to learn for life.'
5. These goals are underpinned by a comprehensive set of aims.
6. The school's priorities, as outlined in its school development plan (SDP), are grouped under the headings of curriculum, staff, premises, organisation, ethos and community. The current major targets are to:
- Raise standards and address aspects of teaching and learning in all subjects, but particularly in literacy, the cwricwlwm Cymreig and information and communications technology (ICT).
 - Further develop assessment strategies.
 - Continue with performance management, first aid and child protection training for staff.
 - Continue with the rolling programme of redecoration and refurbishment of the building.
 - Further address the attendance and punctuality issues.
 - Maintain the breakfast and out of school clubs.
 - Develop further global and European links.
 - Review the provision for disabled visitors.
 - Continue to develop community links, for example with local businesses, the City Consortium of local schools and Communities First.
 - Develop further the Family Learning group.
 - Improve questionnaires to pupils.
 - Enhance the transition links with the secondary school.
 - Establish the Flying Start facility in the school.

Summary

7. This is an exceptionally good school. Standards of achievement and the quality of teaching are never less than Grade 2 across the whole school and a significant proportion of the teaching in particular is Grade 1. Six of the seven key questions are Grade 1, indicating that the quality of the educational provision and the management of the school are also good with outstanding features and that much improvement has been achieved since the last inspection.

Table of grades awarded

Key question	Inspection grade
1 How well do learners achieve?	2
2 How effective are teaching, training and assessment?	1
3 How well do the learning experiences meet the needs and interests of learners and the wider community?	1
4 How well are learners cared for, guided and supported?	1
5 How effective are leadership and strategic management?	1
6 How well do leaders and managers evaluate and improve quality and standards?	1
7 How efficient are leaders and managers in using resources?	1

8. The inspection team agreed with the school's judgement in six out of the seven key questions and where they differed was only by one grade. This close match suggests that the governing body (GB), the headteacher and the staff have a very good understanding of the school's performance, its quality of provision and its progress since the last inspection.

Standards

9. Overall, pupils' standards of achievement in the work observed were judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
26%	74%	0%	0%	0%

10. These figures considerably exceed the Welsh Assembly Government's (WAG) all-Wales targets for 2007 for 65% of standards to be Grade 2 or better and they compare well with the national picture published in Her Majesty's Chief Inspector's Annual Report for 2005-6, where overall standards in primary schools are reported to be Grade 2 in 65% of lessons and Grade 1 in 12%.

11. Outstanding features were observed in all age phases of the school.

Areas of learning for the under-fives

12. Baseline assessments indicate that attainment of basic skills on entry to the school is generally below average, but in the nursery and reception class children learn quickly and effectively. The quality of the educational provision for the under-fives is appropriate to their needs and children make very good progress towards the Desirable Outcomes for Children's Learning.

13. The grades awarded for the six areas of learning were:

	Nursery	Reception
Language, literacy and communication skills	Grade 1	Grade 1
Personal and social development	Grade 1	Grade 1
Mathematical development	Grade 1	Grade 1
Knowledge and understanding of the world	Grade 1	Grade 1
Physical development	Grade 1	Grade 1
Creative development	Grade 1	Grade 1

Grades for standards in subjects inspected

Inspection Area	Nursery	Reception	Key Stage 1	Key Stage 2
Under 5s	Grade 1	Grade 1		
Science			Grade 2	Grade 2
Design technology			Grade 2	Grade 2
Geography			Grade 2	Grade 2
Art			Grade 1	Grade 1
Physical education			Grade 1	Grade 2

14. These grades represent a significant improvement since the last inspection.

15. NC assessment results for the core subjects in key stage (KS) 1 have been consistently below national and local averages over the last five years, especially in relation to those attaining level 3. Results in 2006 were also below these averages and those for similar schools.

16. In KS2 there has been a steady improvement in NC assessment results for the core subjects over the last five years. Results in 2006 were below the national and local figures for each subject, due to less pupils attaining at least level 4, but the numbers attaining level 5 were higher and the school did better overall in English and mathematics than those schools with a similar catchment area.

17. There are no discernible long term trends in relation to the performance of boys and girls.

18. The NC results are affected by a number of factors. Recently the school has taken specific action to raise standards in KS1 by allocating two teachers to the Y1/Y2 class and by bringing in extra support. Inspection evidence indicates this

is having a marked impact on standards, especially due to the high quality of teaching.

19. Pupils make very good progress through the school, regardless of their social, ethnic or linguistic background. This is supported by the results in KS2, which indicate a significant valued added effect.
20. Pupils make very good progress in the key skills of literacy, numeracy and ICT. Throughout the school they listen very well and by the end of KS2 they achieve good standards in reading, writing and speaking. They also develop very sound numeracy skills and from an early age they learn to use the computer and other electronic equipment confidently and independently.
21. Pupils make very sound progress in their bilingual skills. They have an excellent grounding in the early years and this solid foundation is built upon successfully in KS1 and KS2.
22. Pupils develop very effective personal, social and learning skills. They are highly motivated to learn, show positive attitudes to school and concentrate on the tasks they are set. They learn to work independently and to tackle problems confidently. They work and play together very well and relationships with each other are very good. Their behaviour and understanding of equal opportunity issues are of a high standard.
23. Most pupils attend school regularly and punctually. However, the average rate of attendance at 90.4% for the year prior to the inspection for KS1 and KS2 is below the local education authority (LEA) and all Wales averages and below the norm for schools with a similar intake. The school is taking further action in an attempt to address this issue.

The quality of education and training

Grades for teaching

24. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
45%	55%	0%	0%	0%

25. These figures compare very well with the national picture published in Her Majesty's Chief Inspector's Annual report for 2005-6, where overall the quality of teaching in primary schools is reported to be Grade 2 in 62% of lessons and Grade 1 in a further 17%.
26. Outstanding features in teaching were observed in all five classes. In the early years all teaching was judged to be Grade 1, in KS1 60% was Grade 1 and in KS2 23% was Grade 1.

27. Where teaching was judged to be Grade 1, the outstanding features include:
- very well prepared and highly organised lessons;
 - very good relationships and use of praise and encouragement;
 - learning intentions shared initially with pupils and constantly reviewed;
 - full involvement of pupils in the learning tasks;
 - a high level of individual support from teachers and other adults; and
 - very effective and efficient monitoring of pupils as they work.
28. Where teaching was judged to be Grade 2, the good features include:
- clear instructions, sound questioning techniques and a good pace to lessons;
 - a good emphasis on pupils finding out for themselves;
 - good time management and smooth transitions between activities;
 - resources and extension activities readily available and well matched to learning intentions;
 - good use of technical vocabulary and the interactive whiteboard; and
 - pupils given responsibility to use tools and equipment for themselves.
29. Teachers have high expectations of pupils and establish a climate which is conducive to effective learning. They use a range of teaching and learning strategies. They have a very good knowledge of the subjects and areas of learning they teach. They share their expertise with each other and utilise their strengths well.
30. The quality of assessment, recording and reporting is good with several outstanding features, such as the way pupils are involved in target setting and given opportunities to evaluate their work.
31. Pupils' work is marked regularly and teachers make positive comments and offer appropriate guidance on how improvements can be made. Record keeping is systematic and purposeful and annual reports are of a good quality. All statutory requirements are met.
32. The curriculum is appropriately broad, balanced and relevant. It provides coherence and progression and its activities and experiences are well matched to the interests and needs of pupils and effectively meet the requirements of the Desirable Outcomes for Children's Learning and the NC.
33. Teachers plan very thoroughly together according to an agreed framework and they structure lessons well. Schemes of work are in place for all subjects and the school is in the process of adapting some of them to the Welsh NC and its own needs and circumstances. At present this work is in an early stage of development. The scheme of work for the early years is also currently being revised.
34. The planning and procedures for identifying and delivering key skills across the curriculum and the provision for personal and social education (PSE) are strengths of the school.

35. Pupils' spiritual, moral, social and cultural development is good with some outstanding features. Acts of collective worship meet statutory requirements.
36. The cwricwlwm Cymreig is well developed and pupils develop good knowledge and understanding of Wales and the local area through a variety of experiences. Work on other cultures, different faiths and lifestyles of people living in other parts of the world is also an integral part of the school's curriculum. The links the school has forged with schools abroad are particularly noteworthy.
37. Pupils are given regular homework, although parents feel this is at times inconsistent and variable between classes. Both boys and girls benefit from a wide range of extra-curricular activities, as well as from a programme of carefully planned visitors and visits.
38. Pupils' involvement in a variety of projects that support the school's work, particularly in sustainable development and healthy living, is another outstanding feature.
39. The school's links and communication with parents, the community and other schools and institutions are very good. Pupils develop a strong sense of belonging within the school and the local area.
40. The school has established a number of very useful links with industry that help to raise pupils' awareness of the world of work.
41. The school plans and manages care and support arrangements extremely well. Pupils are very effectively helped by a good range of external agencies and by all adults in the school. The high quality of this provision is an outstanding feature; it permeates all aspects of the school's activities.
42. Arrangements to help children settle into the nursery are extremely well organised. Pupils also adjust very well when they are new to the school or when they move between key stages. Transition arrangements with the receiving secondary school are well established.
43. There are concise policies and procedures to ensure everyone's health, welfare and protection and the GB plays a suitable role in overseeing health and safety arrangements.
44. The quality of provision for pupils with additional learning needs is a particular strength of the school. There are very effective procedures for early identification, assessment and monitoring, which contribute significantly to raising achievement.
45. The school has well planned and documented procedures for dealing with race equality, disability discrimination and equal opportunities. Pupils, whatever their gender, ability or background, are encouraged and enabled to take part in all activities provided by the school.

Leadership and management

46. The school's mission and vision statements and list of aims are underpinned by a number of management policies, which reflect the school's positive and caring ethos and commitment to equality and high achievement. All staff and pupils are proud of the school and its success.
47. The headteacher provides very efficient and caring leadership and ensures a clear sense of direction for the work of the school. The deputy provides very effective support and is a role model of good classroom practice.
48. Teachers and support staff work as a very effective team. The evident unity of purpose, shared understandings and co-operative approach involving all staff form an outstanding feature.
49. Subject co-ordinators are in place for all areas and aspects of the curriculum and there is an appropriate balance of responsibilities between staff.
50. Effective day to day administrative procedures are in place and the school day operates efficiently.
51. Governors are kept well informed through regular reports from the headteacher and some visit the school regularly. They are fully involved in determining the strategic direction of the school and set challenging yet realistic goals.
52. Financial management is sound and the budget is efficiently monitored and regulated. Resources are carefully managed and appropriate use is made of available staff, space and equipment.
53. The school has worked hard to develop a systematic and robust approach to self-evaluation, which is now well embedded in its management routines and which takes account of governors', parents' and pupils' views. There are clear links between the processes of self-evaluation, performance management, staff development and expenditure.
54. The SDP is informed by a wide range of evidence and provides ambitious yet achievable targets for improvement. The self-evaluation report appropriately outlines the school's achievements and priorities.
55. A systematic and consistent approach to subject monitoring has also been developed since September 2005, with the result that co-ordinators are now much more proactive in assessing standards and quality in their subjects. The headteacher and deputy also systematically monitor various aspects of the school's provision.
56. The quality of the teaching and support staff and their deployment is a major strength of the school. Visiting staff also play an important role and are an integral part of the school community.

57. The accommodation is generous for the number of pupils on roll, although being on four different levels means that pupils have to move up and down steep stairs internally to access different locations. The school takes as much reasonable action as it can through its accessibility plan to ensure that all individuals can have equal and assured access to the building and the curriculum.
58. The school makes imaginative use of the accommodation available, but there is no soft fall early years play area. The building is well maintained and the school attempts to make its outside environment as attractive as possible.
59. The quality and quantity of resources are good and purchasing procedures are closely linked to school priorities. Overall, materials and equipment are efficiently managed and effectively used to ensure that the school provides very good value for money.

Recommendations

In order to maintain and build further on the high quality of its educational provision, the school needs to:

- R1 continue to develop the evident good practice in the school, especially in relation to raising standards in KS1;
- R2 continue to implement strategies to raise levels of attendance;
- R3 complete the new schemes of work for all subjects and the early years.

N.B. The school already recognises the need to address these issues as part of its SDP and self-evaluation report.

The governing body is responsible for amending its current development plan to incorporate action in response to the recommendations within 45 working days of receiving the report, showing what the school is going to do about the recommendations. This plan, or a summary of it, will be circulated to all parents at the school.

Standards

Key Question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings

60. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
61. Overall, pupils' standards of achievement in the work observed were judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
26%	74%	0%	0%	0%

62. These figures considerably exceed the WAG's all-Wales targets for 2007 for 65% of standards to be Grade 2 or better and they compare well with the national picture published in Her Majesty's Chief Inspector's Annual Report for 2005-6, where overall standards in primary schools are reported to be Grade 2 in 65% of lessons and Grade 1 in 12%.
63. Outstanding features were observed in all age phases of the school.

Areas of learning for the under-fives

64. Baseline assessments indicate that attainment of basic skills on entry to the school is generally below average, but in the nursery and reception class children learn quickly and effectively. The quality of the educational provision for the under-fives, therefore, is appropriate to their needs and children make very good progress towards the Desirable Outcomes for Children's Learning.
65. The grades awarded for the six areas of learning were:

	Nursery	Reception
Language, literacy and communication skills	Grade 1	Grade 1
Personal and social development	Grade 1	Grade 1
Mathematical development	Grade 1	Grade 1
Knowledge and understanding of the world	Grade 1	Grade 1
Physical development	Grade 1	Grade 1
Creative development	Grade 1	Grade 1

Grades for standards in subjects inspected

Inspection Area	Nursery	Reception	Key Stage 1	Key Stage 2
Under 5s	Grade 1	Grade 1		
Science			Grade 2	Grade 2
Design technology			Grade 2	Grade 2
Geography			Grade 2	Grade 2
Art			Grade 1	Grade 1
Physical education			Grade 1	Grade 2

66. These grades represent a significant improvement since the last inspection.
67. NC assessment results for the core subjects in KS1 have been consistently below national and local averages over the last five years, especially in relation to those attaining level 3. Results in 2006 were also below these averages and those for similar schools. Only one pupil attained level 3 in English and science and none in mathematics. The core subject indicator (CSI) of pupils attaining at least level 2 in all three subjects was 46% compared to 80.9% nationally. This is a similar picture to that portrayed in the previous inspection.
68. In KS2 NC assessment results for the core subjects have been generally better than KS1 and there has been a steady improvement over the last five years, especially in the numbers attaining level 5. Results in 2006 were below the national and local figures for each subject, due to less pupils attaining at least level 4, but the numbers attaining level 5 were higher and the school did better overall in English and mathematics than those schools with a similar catchment area. The CSI of pupils attaining at least level 4 in all three subjects was 63% compared to 74% nationally.
69. There are no discernible long term trends in relation to the performance of boys and girls. In 2006 in KS1 girls did better in English and mathematics, but less well in science overall, while in KS2 more girls attained level 5 in all three subjects.
70. The NC results are affected by the very large number of pupils on free school meals, the higher than average number of pupils with SEN, varying cohorts and the mobility of the population in the area, which includes a number of pupils who enter the school with little or no English.
71. In addition, recently the school has taken specific action to raise standards in KS1 by allocating two teachers to the Y1/Y2 class, one of whom teaches the pupils in the mornings for mainly English and mathematics, while the other takes the class in the afternoon for science and the foundation subjects. Extra support has also been brought in, due to two LEA funded learning projects, to provide individual assistance and to ensure there is a low teacher-pupil ratio. Evidence indicates all these initiatives are having a marked impact on standards, especially due to the high quality of teaching.
72. Inspection evidence, therefore, indicates that pupils make very good progress through the school, regardless of their social, ethnic or linguistic background, and this is supported by the results in KS2, which indicate a significant valued added effect. Many achieve their potential, including those with SEN and EAL.
73. Pupils make very good progress in the key skills of literacy, numeracy and ICT. Throughout the school they listen very well. They pay attention carefully to instructions and answer questions accurately; consequently, they understand what they are expected to do. They also develop confidence in speaking and sharing ideas with their peers and teachers.
74. In KS1 most pupils learn to read and write confidently and fluently, so that by the end of KS2 they achieve good standards in these basic skills. They also develop

very sound numeracy skills and there are some good examples of these being used across the curriculum. From an early age they learn to use the computer, the interactive whiteboard and other electronic equipment confidently and independently. They are able to download information from the computer and present this to the class.

75. Pupils make very sound progress in their bilingual skills. They have an excellent grounding in the early years, where they regularly experience Welsh and English words and phrases throughout the day. This solid foundation is built upon successfully in KS1 and KS2 in lessons and through the daily life of the school, both verbally and in writing.
76. Pupils develop very effective personal, social and learning skills. They are highly motivated to learn, show positive attitudes to school and concentrate on the tasks they are set. They apply themselves to their work very conscientiously and show interest and enjoyment. They learn to work independently and to tackle problems confidently; they are not hesitant to reach their own conclusions. They make effective use of their time, complete tasks and produce a good quality and quantity of work.
77. Pupils are very well behaved. As a result of the high expectations set by all adults in the school, even the youngest know what is expected of them. They are friendly, polite and considerate from the earliest stages and relate well to adults. They move sensibly in and around the different levels of the building. They demonstrate a high degree of self-discipline and maturity and take their responsibilities seriously.
78. Pupils understand that bullying is unacceptable and are aware of what to do should it occur. When asked, they say that it is not tolerated and they are confident that any misbehaviour reported to an adult in the school will be dealt with immediately.
79. Pupils have a very sound understanding of equal opportunity issues, because the concept is firmly embedded in the culture of the school. They learn to understand other beliefs and cultures and demonstrate a high level of respect for those from other backgrounds.
80. Most pupils attend school regularly and punctually. However, the average rate of attendance at 90.4% for the year prior to the inspection for KS1 and KS2 is below the LEA and all Wales averages and below the norm for schools with a similar intake, although the school exceeded its own targets in two of the terms. In reception the figure is around 81% and for the nursery it is approximately 75%. All schools in the LEA were affected by a prolonged flu virus epidemic in the spring term 2006, which impacted considerably on these figures.
81. The overall rates are also adversely affected by the extended holidays of a small number of pupils from ethnic minority backgrounds and the instability of asylum seeker families. Although the school regularly reminds parents of the need for regular and punctual attendance, a few families are slow to respond and a small minority of pupils frequently arrive late at the start of the day, which has an

adverse effect on their education. The school is taking further action in an attempt to address these issues.

The quality of education and training

Key Question 2: How effective are teaching, training and assessment?

Grade 1: Good with outstanding features

82. The findings of the inspection team match the judgement made by the school in its self-evaluation report.

83. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
45%	55%	0%	0%	0%

84. These figures compare very well with the national picture published in Her Majesty's Chief Inspector's Annual report for 2005-6, where overall the quality of teaching in primary schools is reported to be Grade 2 in 62% of lessons and Grade 1 in a further 17%.

85. Outstanding features in teaching were observed in all five classes. In the early years all teaching was judged to be Grade 1, in KS1 60% was Grade 1 and in KS2 23% was Grade 1.

86. Where teaching was judged to be Grade 1, the outstanding features include:

- very well prepared and highly organised lessons with a variety of interesting and stimulating activities that are carefully matched to learning objectives and pupils' needs and abilities;
- very good use of praise and encouragement to value and celebrate pupils' achievements and to enable them to succeed;
- very good relationships between adults and pupils based on mutual trust and respect;
- learning intentions shared initially with pupils and constantly reviewed as the lesson progresses;
- full involvement of pupils in the learning tasks to develop their independence and self-confidence;
- a high level of individual support from teachers and other adults; and
- very effective and efficient monitoring of pupils as they work.

87. Where teaching was judged to be Grade 2, the good features include:

- clear instructions, sound questioning techniques and a good pace to lessons, ensuring pupils remain on task and acquire a good knowledge and understanding of what they are doing;
- a good emphasis on pupils finding out for themselves, making their own decisions and implementing their own ideas;

- good time management;
 - smooth transitions between activities;
 - resources readily available and well matched to learning intentions;
 - extension activities prepared for the more able and those who finish earlier;
 - good use of technical vocabulary relevant to the subject being taught;
 - good use of the interactive whiteboard; and
 - pupils given responsibility to use tools and equipment, such as a digital camera and electronic microscope, for themselves.
88. Teachers have high expectations of pupils and establish a climate which is conducive to effective learning. They use a range of teaching and learning strategies and provide pupils with good opportunities to develop key skills in a variety of classroom situations.
89. Teachers have a very good knowledge of the subjects and areas of learning they teach and the common requirements of the NC; they are familiar with recent educational developments and actively promote equality of opportunity. Their skills and knowledge are used by the LEA as models of good practice. They share their expertise with each other and utilise their strengths well; this is having an impact on standards.
90. In the early years teachers use a good range of resources to stimulate children's learning and supporting adults make an effective contribution to each individual child's all round development. Both the indoor and outdoor areas are fully exploited to provide stimulating learning experiences.
91. The quality of assessment, recording and reporting is good with several outstanding features. It is an integral part of the teaching and learning process.
92. The school has developed a comprehensive, rigorous and manageable system of assessment that is used extremely well to inform learning and to match activities to individual pupils' needs. Test results are carefully analysed in order to set realistic yet challenging targets. Outcomes are accurate and consistent.
93. Another outstanding feature is the way pupils are given opportunities to be involved in evaluating their own learning. They respond extremely well to target setting systems and acquire a good understanding of what they have to do to improve. They are familiar with their targets and play an active role in setting these in language and mathematics.
94. Pupils' work is marked regularly and teachers make positive comments and offer appropriate guidance on how improvements can be made.
95. Record keeping is systematic and purposeful and includes such aspects as reading. The records provide clear evidence of what pupils know and understand and ensure continuity in the learning process. Class files contain valuable information about pupils' progress in subjects, as well as details about social aspects, behaviour and achievements. Subject portfolios include annotated examples of work for assessing standards.

96. Parents are provided with valuable information about their children's progress. Annual reports are of a good quality and give a clear picture of achievements in each subject. Parents are happy with the system of visiting the school. All statutory requirements are met.

Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?

Grade 1: Good with outstanding features

97. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
98. The curriculum is appropriately broad, balanced and relevant. It provides coherence and progression and its activities and experiences are well matched to the interests and needs of pupils.
99. Learning experiences for the under-fives are planned in line with the Desirable Outcomes for Children's Learning with a good balance across the six aspects. In KS1 and KS2 the provision effectively meets the requirements of the NC. There are appropriate policies and curriculum maps in place for each subject and the school meets the recommended curriculum hours per week for each key stage.
100. Teachers plan very thoroughly together according to an agreed framework and they structure lessons well. Schemes of work are in place for all subjects, some of which are based on a recently purchased commercial system designed for the NC in England; the school is in the process of adapting the documents to the Welsh NC and its own needs and circumstances. At present this work is in an early stage of development. The scheme of work for the early years is also currently being revised in preparation for the introduction of the Foundation Phase.
101. Teachers make every effort to reduce social disadvantage and any type of stereotyping to promote equality through the curriculum.
102. The planning and procedures for identifying and delivering key skills across the curriculum is an outstanding feature. There is a policy which all teachers follow and in each classroom there is a display highlighting what the key skills are. Prominent attention is drawn to these in each lesson, with the result that pupils are familiar with them and understand their significance.
103. The provision for PSE is also a strength of the school; it is taught as a separate area of the curriculum, for example in circle time, and through other subjects. There is a specific scheme of work plus a portfolio of work. Local churches, police and emergency services support the school's programme through visits to the school and by running events.
104. Sex education is taught through science and PSE, but in Y5 and Y6 a health visitor comes in to cover more personal topics related to puberty. Boys and girls are taught together, but are allowed to ask questions separately. Parents are

informed of their right to withdraw their children from these sessions.

105. Spiritual, moral, social and cultural development is good with some outstanding features. Pupils are encouraged to appreciate the wonders of the world and to explore their own feelings. They have a good understanding of right and wrong. Acts of collective worship are enjoyable occasions; they meet statutory requirements and enhance the school's ethos.
106. Pupils work and play together very well and relationships with each other are very good. They learn the importance of fair play and older ones are sensitive to the needs of their peers and those younger than themselves. They work enthusiastically in pairs and small groups and the more able willingly help the less able. Through their support for charitable causes they develop a clear understanding and respect for others less fortunate than themselves.
107. Pupils have opportunities to develop corporate responsibilities and school improvement ideas through their roles on the School Council and the Eco Squad and as peer mediators in the playground. All also act regularly as the class Helpwr Heddiw. They take their responsibilities very seriously and show great commitment to their roles.
108. The cwricwlwm Cymreig is well developed and built into teachers' planning. Pupils develop good knowledge and understanding of Wales and the local community through a variety of experiences both in and out of school.
109. Work on other cultures, different faiths and lifestyles of people living in other parts of the world is also an integral part of the school's curriculum and greetings in different languages are used in assemblies. The links the school has forged with schools in Europe and Africa through its Comenius project are particularly noteworthy. All teachers are involved in reciprocal visits and pupils have helped to raise funds to build a well for a school in Liberia.
110. Pupils are given regular homework, according to the school's policy, although parents feel this is at times inconsistent and variable between classes and that more could be set for older pupils to prepare them better for secondary school.
111. Both boys and girls benefit from a wide range of extra-curricular activities at lunchtimes and after school, as well as from a programme of carefully planned visitors and visits, including an annual residential course for Y5 and Y6.
112. Pupils' involvement in a variety of projects, particularly in sustainable development, healthy living and enhancing the environment, is another outstanding feature. They understand, for example, the importance of healthy eating and the need for conservation. Their learning is further developed through working with professional artists and participating in commercially sponsored competitions. They have achieved several awards and one pupil has received the Champion Recycler prize.
113. The school's links and communication with parents, the community and other schools and institutions are very good. Regular newsletters and other materials keep parents well informed about school life and what their children are learning.

There is also very good daily informal contact and parents value the approachability of staff. The annual report of the GB has some minor omissions in relation to statutory requirements.

114. The school spends time and effort in encouraging parents to become involved in the education of their children. The programme of Family Learning courses is well established and very well attended. Pre-school parents' achievements are celebrated weekly.
115. The very active parent-teacher association (PTA) organises fundraising and social events that are well supported by parents and carers and which further strengthen the links with the community. The association provides substantial support to enhance the environment and learning resources.
116. A home-school agreement is in place and most parents have signed it.
117. Pupils develop a strong sense of belonging within the school and the local community; for example, the choir and orchestra perform in various churches and festivals. In addition, members of the Waun Wen Old Pupils' Association share their experiences of attending the school in the past; they fundraise to provide Y6 awards.
118. School events and celebrations are open to invited members of the community and are well attended. There is good liaison with the nearby Elim Church, which runs a lunchtime club each week and which a significant number of pupils attend.
119. There are good links with surrounding cluster schools, involving joint in-service training and projects.
120. The school provides good quality training and work experience for student teachers and child care students through its partnerships with an initial teacher training university and local colleges of further education.
121. The school has developed a number of very useful links with industry that help provide valuable resources, raise pupils' awareness of the world of work and further strengthen the school's relationship with the community. One teacher has benefited from an industrial placement and another has undertaken personal counsellor training to enhance her skills with the school's peer mediators.

Key Question 4: How well are learners cared for, guided and supported?

Grade 1: Good with outstanding features

122. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
123. The school plans and manages care and support arrangements extremely well. Pupils are very effectively helped by a good range of external agencies and by all adults in the school, who know them well. The high quality of this provision is an outstanding feature; it permeates all aspects of the school's activities and is reflected in the pupils' own caring and thoughtful attitudes.
124. The school works very well with parents and carers; this is a notable feature of its work. They are consulted about the care and support needed for their children and consider that the school provides very well for them.
125. Arrangements to help children settle into the nursery are extremely well organised and parents are encouraged to be fully involved in the process. A playgroup for pre-school children and their parents is held in the nursery classroom, so that the children become familiar with teachers and the school from a very young age. They subsequently become independent learners very quickly.
126. Pupils also adjust very well when they are new to the school at a later stage or when they move between key stages and there are well established transition arrangements with the receiving secondary school. Y6 pupils, for example, are involved in Welsh language activities.
127. There are concise policies and procedures to ensure everyone's health and welfare and the GB plays a suitable role in overseeing health and safety arrangements. There is a fire prevention policy and all equipment has recently been tested; drills are held regularly. A member of staff is trained in First Aid and further training is planned for other staff. School Council representatives serve as health and safety officers; they conduct weekly audits and suggest improvements.
128. The school is in its fifth year of the Healthy Schools scheme and promotes health and fitness for pupils through, for example, a fruit tuck shop and a wide range of extra-curricular activities. The School Council works effectively with the catering department and healthy options are available at lunchtime. The Eco Squad ensure that all pupils have fresh water bottles daily.
129. The breakfast club, managed by parents and one of the learning support assistants (LSA), is very well attended; it provides a healthy choice of food and promotes a calm start to the day. There is also an after school club held on the premises, which is supervised by trained care workers.
130. Adults in the school are well aware of pupils with particular needs and are very knowledgeable about procedures in the event of accidents and emergencies, such as how to help pupils with identified allergic reactions and medical

conditions. Risk assessments are systematic and all staff are alert to issues relating to the well-being of pupils.

131. There is an effective policy and sound procedures for child protection, known to all staff. The headteacher and deputy are the nominated persons and teachers and support staff are fully aware of their responsibilities. The GB is trained in child protection procedures and the chair is the named link governor. There are also appropriate precautions and a policy in place for internet access.
132. There are very effective policies and procedures to monitor pupils' attendance and punctuality. The school operates a first day response to absence system and works very closely with the education welfare officer (EWO) with a small number of families that give concern. There is an awards system in place to reward good attendance; for example, those with 100% attendance are given a badge to wear for a term.
133. Pupils' behaviour is also monitored very closely and, when required, action is taken to support those who may experience difficulties. Teachers apply policies for behaviour management consistently and all adults in the school are very good role models.
134. Midday supervisors have a role in the reward system and pupils are keen to be chosen to eat at the 'Golden Table' and to nominate a friend to join them. The School Council participates in the KS1/KS2 transfer process and helps to devise the school's 'golden rules'. Together with the trained peer mediators, it also contributes to maintaining good relationships and resolving conflicts.
135. Appropriate procedures were followed in the two cases of exclusion in the last twelve months.
136. The quality of provision for pupils with additional learning needs is a particular strength of the school. This has been recognised by the LEA, which has nominated the school for best practice in SEN. There are very effective procedures for early identification, assessment and monitoring, which contribute significantly to raising achievement. Detailed records about pupils' needs and progress are systematically collected and shared with all members of staff.
137. Pupils who require additional help are withdrawn for periods during the week. Throughout the school they are supported by dedicated and efficient staff and by outside agencies where necessary. They experience a broad and balanced curriculum and participate fully in the life of the school. The provision is well planned and results in effective learning.
138. The SEN co-ordinator (SENCO) manages her tasks in a very efficient and enthusiastic manner and meets regularly with class teachers. Individual education plans (IEP) are carefully constructed and targets are challenging yet achievable.
139. Similarly, records of development for EAL pupils contain useful information about their progress; all strive to reach their targets.

140. The school has well planned and documented procedures for dealing with race equality, disability discrimination and equal opportunities. Pupils, whatever their gender, ability or background, are encouraged and enabled to take part in all activities provided by the school.

Leadership and management

Key Question 5: How effective are leadership and strategic management?

Grade 1: Good with outstanding features

141. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
142. The school has a mission statement, 'Happily achieving together', and this is supported by a vision statement and a list of aims. These are underpinned by a number of relevant management policies. Staff and pupils are familiar with the school's mission and vision, which are prominently displayed in classrooms and around the building; all are proud of the school and its success.
143. The headteacher provides very efficient and caring leadership and ensures a clear sense of direction for the work of the school. She exercises a professional oversight and is very familiar with current government initiatives and statutory requirements. The deputy provides very effective support; she is active in driving forward new ideas, very efficient in her management duties and a role model of good classroom practice.
144. Both the head and the deputy meet regularly, work together very effectively and form an efficient management team. The LEA has reported positively on the leadership of the school and awards have been won in this area.
145. There is a senior management team (SMT), which includes the head, deputy, early years co-ordinator and SENCO. They meet periodically, as and when required, but no minutes are kept. The GB has agreed on the structure of the teaching and learning responsibility (TLR) posts, but has decided to delay any appointments until December 2008, because of the uncertainties related to the falling roll.
146. Teachers and support staff work as a very effective team together and encourage pupils to develop to their full potential. They plan together every week and are fully involved in whole school matters and developments. All have appropriate job descriptions. Staff meetings are held every week; decisions are recorded but minutes are not taken. The evident unity of purpose, shared understandings and co-operative approach, involving all staff, form an outstanding feature.
147. Subject co-ordinators are in place for all areas and aspects of the curriculum and there is an appropriate balance of responsibilities between staff.

148. Effective day to day administrative procedures are in place and the school day operates efficiently.
149. The head and deputy are trained performance management leaders and the school's performance management policy is effective in raising the quality of professional expertise and identifying priorities for improving standards of teaching and learning.
150. Governors are kept well informed through regular reports from the headteacher and some visit the school frequently, especially in relation to their allocated subject area of interest. They are fully involved in determining the strategic direction of the school and set challenging yet realistic goals. The GB meets regularly and effectively fulfils all its regulatory and statutory obligations.
151. Financial management is sound and the budget is efficiently monitored and regulated; the LEA support officer frequently attends finance sub-committee meetings. The last audit report of 2005 only contained a few minor issues and these have been addressed.
152. The school meets statutory requirements for reducing teachers' workloads. During the time class teachers are out of the classroom, their lessons are taken by two other teachers for music and religious education respectively, as they have specialist expertise in these areas. This arrangement is working well.

Key Question 6: How well do leaders and managers evaluate and improve quality and standards?

Grade 1: Good with outstanding features

153. The findings of the inspection team differ from the judgement made by the school in its self-evaluation report, since the school judged this key question to be a Grade 2, but the inspection team identified some outstanding features.
154. The school has worked hard to develop a systematic and robust approach to self-evaluation, which is now well embedded in its management routines and processes. All staff and governors are fully involved in the process and parents, governors and pupils have been surveyed to gauge their views and opinions. The very good relationships between all parties enable the school to take account of every view in its desire to establish a culture of critical self-review.
155. A revised monitoring and self-evaluation policy has been completed and there is a new cycle of review, incorporating leadership team monitoring, performance management and subject co-ordinator evaluation. There are clear links between the processes of self-evaluation, performance management, staff development and expenditure. This is a considerable improvement since the last inspection.
156. The school regularly analyses performance data, trends over time and benchmarking information and uses the evidence diagnostically to inform its self-evaluation processes and targets. Analyses by the LEA are also discussed and well understood by the staff and GB. Details of what the school has

achieved over the last five years are posted in each classroom and in prominent areas around the school.

157. The SDP is informed by a wide range of evidence and provides ambitious yet achievable targets for improvement. It outlines clear priorities for action, success criteria, resource costs, responsibilities and dates for completion. Current targets are relevant to the school's needs and circumstances.
158. The self-evaluation report appropriately outlines the school's achievements and priorities in relation to each key question in the Estyn Framework. Relevant evidence is identified to support each judgement. The format is clear and consistent and useful summaries at the end of each key question highlight the school's perceived strengths and areas for development. The outstanding features that exemplify a Grade 1, however, could be more explicit.
159. The inspection team agreed with the school's judgement in six out of the seven key questions and where they differed was only by one grade, specifically because the team identified some outstanding features, thus raising the grade from a 2 to a 1. This close match suggests that the GB, headteacher and staff have a very good understanding of the school's performance, its quality of provision and its progress since the last inspection.
160. A systematic and consistent approach to subject monitoring has also been developed, with the result that co-ordinators are now much more proactive in assessing standards and quality in their subjects across the school. They monitor teachers' planning and look at pupils' work regularly and observe in classrooms. Every co-ordinator also puts together an action plan for their subject for the SDP. In addition, the headteacher and deputy systematically monitor various aspects of the school's provision as part of the self-evaluation and performance management processes.
161. The school has effected many improvements since the last inspection and has successfully addressed each of the three key issues in the last report. The consistency of teaching and learning throughout the school has improved considerably with the result that all standards and teaching are now judged to be Grade 1 or 2. Best practice and expertise are shared frequently between teachers by working alongside each other or taking each others' classes. The headteacher and deputy now systematically monitor standards and quality and subject co-ordinators monitor their subjects rigorously and consistently across the school. The shortcomings identified in subjects and aspects of learning have been addressed and improvements are evident in links with industry, self-evaluation and key skills, although attendance levels remain similar and continue to give some cause for concern.

Key Question 7: How efficient are leaders and managers in using resources?

Grade 1: Good with outstanding features

162. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
163. The quality of the teaching and support staff and their deployment is a major strength of the school. They are appropriately qualified and well experienced and all make a significant contribution to the success of the school and pupils' achievement and well-being. Visiting staff also play an important role.
164. Staff undertake regular in-service education and training (INSET), linked to their areas of responsibility, national and local priorities and performance management and school improvement targets. They feedback on courses they have attended. Both the headteacher and the deputy have acquired, or are in the process of acquiring, school management qualifications.
165. The school clerk, canteen staff, midday supervisors, cleaners and caretaker all carry out their duties conscientiously and make a valuable contribution to the life of the school and its sense of community.
166. The accommodation is generous for the number of pupils on roll, although being on four different levels staff and pupils have to move up and down steep stairs to access different locations. This means that the different levels are not accessible within the building for any wheelchair users or individuals with mobility problems, although there are appropriate arrangements in place for anyone with suspected balance disorders. However, each part of the building is accessible from outside. The school takes as much reasonable action as it can through its accessibility plan to ensure that all individuals can have equal and assured access to the building and the curriculum.
167. The school makes imaginative use of the accommodation available, particularly the outdoor play area for the early years. They play in a safe and secure environment and have access to the infant playground, although there is no soft fall area. All playgrounds are sloping and have hard surfaces that restrict the effective development of games' skills.
168. The school attempts to make its outside environment as attractive as possible, especially in the spring and summer through planting bulbs and flowers. There is no playing field, but a small grass area is to be installed in the infant playground and good use is made of the adjacent park, despite its neglected state and its accessibility to animals.
169. Despite the difficulties of the building, it is well maintained and the caretaking and cleaning staff work hard to ensure that it is in good condition for pupils and staff. High quality displays, especially of art work, enhance the learning environment throughout the school. There are a few patches of dampness and externally there is a need for some paintwork, but structurally the fabric of the building is sound, despite its age.

170. The perimeter fencing to the playground has been recently replaced and is secure. Appropriate procedures are in place to ensure the safety of pupils within the school environment. Doors are locked and a CCTV system is in operation at the main entrance. There are some concerns about road safety at the beginning and end of the day, but the school ensures that no pupils leave the premises on their own.

171. The quality and quantity of resources are good and they are carefully managed; the way needs are linked to identified priorities through the self-evaluation and performance management processes is an outstanding feature. There are no discernible shortages in any subjects or areas of learning. There is an ICT suite and an interactive whiteboard in every classroom, including the nursery. The libraries are well stocked and appropriately used. Overall materials and equipment are effectively used to ensure that the school provides very good value for money.

Standards achieved in subjects and areas of learning

Under 5s

172. Baseline assessments indicate that attainment of basic skills on entry to the school is generally below average, but in the nursery and reception class children learn quickly and effectively. The quality of the educational provision for the under-fives, therefore, is appropriate to their needs and children make very good progress towards the Desirable Outcomes for Children's Learning.

173. Nursery children attend part-time, ten in the morning and eight in the afternoon; they are taught together with reception children.

Language, literacy and communication skills

Grade 1: Good with outstanding features

Outstanding features

174. Nursery and reception children listen very carefully, when sat on the carpet area in the classroom or when outside in the park. They pay very good attention to verbal and non-verbal instructions from adults, show interest in what others have to say and follow stories intently.

175. Almost all children are unfamiliar with the Welsh language on entry, but they quickly learn and gain confidence in using it. They become familiar with a number of basic phrases and words and use these accurately. Older ones respond well to questions and can ask for their snack, for example, using the language. They know a number of songs in Welsh.

Good features

176. The standard of oracy is good. Both nursery and reception children quickly begin to develop independence in talking to others through the wide range of activities they experience. They respond well to prompts and questions and can tell others about what they see or hear. They all make a verbal contribution, for example during circle time, and are able to express opinions. Some older ones speak very clearly, use extended sentences and demonstrate considerable confidence when speaking in front of others. They can describe how they send and receive a ball using the relevant vocabulary.
177. Nursery and reception children are familiar with books and handle them appropriately. They develop positive attitudes to reading and enjoy looking at books and following the text. Nursery children can recognise their own and others' names and they quickly learn the letters of the alphabet. Reception children begin to exercise a choice of what they like to read and know the difference between fiction and non-fiction; many are able to read a number of common words.
178. Nursery and reception children understand that writing conveys meaning and from an early age they begin to make purposeful marks on paper and on screen. They learn to underwrite and overwrite competently and some older ones begin to write independently.

Shortcomings

179. There are no important shortcomings.

Personal and social development

Grade 1: Good with outstanding features

Outstanding features

180. Nursery and reception children are very happy and secure. They show interest and enthusiasm for the activities they are engaged in and are eager to take part and demonstrate their skills. They carry out instructions very well and remain on task for an appropriate length of time. They are well behaved and when outside the classroom, for example in the local park, they conduct themselves very sensibly, walking through the streets in an orderly fashion.

Good features

181. Nursery and reception children are well settled in the classroom and relate to each other and work well together; any conflicts are quickly resolved. They are able to make choices and exercise responsibilities sensibly, for example, when working on the computer or interactive whiteboard independently. They take turns well, respect the rights of others and follow the rules of simple team games appropriately. They know how to share toys, equipment and adults' time and willingly help to tidy up. Most older children can dress themselves, although

some younger ones still require help. All follow routines well and are able to use the toilet independently. They understand about health issues and why they need to wash their hands before eating. In plenary sessions they learn to reflect on their own achievements and those of others.

Shortcomings

182. There are no important shortcomings.

Mathematical development

Grade 1: Good with outstanding features

Outstanding features

183. Nursery and reception children very effectively develop the concept of measuring through a range of practical and meaningful activities, using non-standard units. They understand the meaning of 'more' and 'less' and 'bigger' and 'shorter', for example, when measuring in steps or counting the clicks on a trundle wheel or the number of arms that can go round a tree in the park. They learn to estimate accurately.

Good features

184. Nursery and reception children understand that mathematics is part of everyday life and apply their knowledge in their play. They can identify basic shapes and colours, for example when considering the shapes of bubbles or when painting.

185. They engage in a range of tasks that help them to sort and match objects by different criteria, such as shape, colour and size. Older ones can count up to 20, some with prompting, and younger ones can count within 10. They can match signs and symbols and can count forwards and backwards together. They develop increasing control over the form and orientation of symbols. They explore capacity through sand and water play.

Shortcomings

186. There are no important shortcomings.

Knowledge and understanding of the world

Grade 1: Good with outstanding feature

Outstanding features

187. On entry nursery children have little knowledge and understanding about the world, but through the experiences they enjoy at school they very quickly become familiar with a range of information about their human and physical environment. Both nursery and reception children, for example, when in the

park, can identify different buildings, landmarks and geographical features in their locality and can distinguish between what is natural and man made. They use their senses well to notice specific features, such as the birds singing or a dog barking. They use a viewfinder carefully to focus their attention on specific features.

Good features

188. Nursery and reception children enjoy stories about the world and appreciate its beauty and diversity, especially when looking and listening to the sights and sounds of their local environment. They know that they need food and air to live and learn to be thankful for having this provision and for being healthy. Older ones begin to realise the need for a healthy diet and can explain the effects of exercise on their bodies; they know that the heart pumps blood around their bodies and makes them hot. They learn how plants grow and that they also need food and air to prosper.

Shortcomings

189. There are no important shortcomings.

Physical development

Grade 1: Good with outstanding features

Outstanding features

190. Nursery and reception children's fine motor skills are well developed for their respective ages. They handle tools and equipment, such as glue, pencils and paint brushes, confidently for their age in order to achieve their purposes. They can use scissors to cut and modelling sticks to, for example, extract dinosaur bones from a plaster cast. On the computer they demonstrate very good mouse handling techniques and know which commands and locations to use on the interactive whiteboard.

Good features

191. Nursery and reception children develop ball skills effectively and learn to throw and bounce balls accurately and many can catch them. They learn to send and receive using a range of equipment. They are able to roll balls accurately as part of a team game. They regularly use wheeled vehicles and the slide in the outside areas and quickly become confident in cycling, pedalling, balancing and climbing; they demonstrate good control over their bodies and movements. Two recently introduced projects, based on a multi-sensory approach, are helping children to develop their gross motor and movement skills further.

Shortcomings

192. There are no important shortcomings.

Creative development

Grade 1: Good with outstanding feature

Outstanding features

193. Nursery and reception children's creative skills develop very effectively; they participate in a variety of creative activities and explore and experiment with a range of stimuli, techniques and materials. They produce sketches, for example of fossils, by tracing lines in shaving foam or by using string, which they then successfully reproduce attractively on paper. They are confident and daring when using paint and charcoal and when drawing designs.

Good features

194. Nursery and reception children enjoy creative activities and are able to produce different shades of colours by mixing paints. They can shape and arrange materials to create their own images and objects to communicate and express their ideas. They recognise basic colours and start to develop an understanding of form, line and pattern. They also learn to appreciate music and enjoy singing and role play, especially in the cave constructed in the classroom, where they can use their imagination and develop their own ideas.

Shortcomings

195. There are no important shortcomings.

Science

Key Stage 1: Grade 2: Good features and no important shortcomings

Key Stage 2: Grade 2: Good features and no important shortcomings

Good features

196. In both key stages pupils undertake a variety of practical and experimental work on a regular basis; they understand and follow the scientific process of planning, predicting, investigating, recording and evaluating. They make appropriate and sensible predictions and observations and recall previous learning well. They answer questions knowledgeably and repeat experiments, if necessary, to check the accuracy of their results.

197. Pupils understand the concept of a fair test, particularly in KS2, knowing that the variables, except the one being tested, need to remain constant. By Y5/Y6 they are able to manipulate a range of variables to ensure consistent and accurate results.

198. Pupils' work in both key stages indicates that there is appropriate coverage of the NC and that they develop an increasing scientific knowledge as they progress through the school. By the end of KS2 they have a good

understanding of life processes and living things, materials and their properties and physical processes.

199. In KS1 pupils understand about forces and how these can push or pull an object or cause it to start and stop. They know different ways that toys can move, the importance of wheels and what the sources of power are. They know that remote control toys work through batteries but without wires and that some have springs. They can classify toys according to different criteria.
200. Younger KS2 pupils experiment with a variety of materials to see which is the most absorbent. They predict their results accurately and logically based on their previous knowledge, their observations and the feel of the materials. They measure their results precisely and understand why certain materials are more absorbent by looking at their texture and structure under an electronic microscope. They realise the implications for real life situations.
201. KS2 pupils in Y4/Y5 are able to sort out the life cycles of different creatures and identify similarities and differences between them. The more able can order accurately more complex life cycles, using relevant labelling and more advanced scientific vocabulary, such as germination, fertilisation and pollination. They understand and appreciate the variety of ways in which living organisms grow and develop.
202. Older KS2 pupils know how to organise their own investigations and they do this sensibly and record their results accurately. They are confident to express opinions why, for example, an object weighs less in water and what the effects of buoyancy are.
203. Pupils in both key stages record their results appropriately, using tables and labelled diagrams when necessary. They use relevant scientific language and vocabulary accurately and with understanding, commensurate with their age and ability.
204. All pupils are familiar with health and safety issues and take necessary precautions if there are any dangers associated with their experiments.

Shortcomings

205. There are no important shortcomings.

Design technology

Key Stage 1: Grade 2: Good features and no important shortcomings

Key Stage 2: Grade 2: Good features and no important shortcomings

Good features

206. Pupils in both key stages plan out, design, make and evaluate a range of interesting models. They use a wide variety of materials and produce original designs and well finished articles. They consider the success of their models, for example how they are fit for purpose and how they might be improved.
207. All pupils develop knowledge, understanding and skills in food and control technology and have opportunities to use construction kits and resistant materials.
208. In KS1 pupils make finger puppets using different joining techniques and in KS2 they produce moving monsters with cam mechanisms and lighthouses and torches using switches, as well as purses, musical instruments and shelters. The products show a good range of originality and finishing techniques.
209. In KS1 pupils understand that they need to draw up a plan and decide on the materials they need before making a product. They design moving toys using wheels and axles. They generate their own ideas to produce some interesting drawings of the vehicles they intend to make and they demonstrate a wide range of choice. They are keen to share and show their ideas.
210. Older pupils in KS2 experiment with pulleys and switches to make a fairground roundabout or ferris wheel that will rotate automatically. They understand what they have to do and successfully work out in pairs how to achieve their goal. They use tools correctly to cut, saw and join their materials. They test out their products to see if they work and how they might be improved. They show interest and motivation in the task and apply their own problem solving skills to reach a successful solution.
211. Pupils in both key stages have opportunities to develop the practical skills they need to produce specific products and they use basic tools safely. They decide on their needs and materials using planning sheets appropriate to their age, which include in KS1 a drawing, a list of requirements and key words and in KS2 such information as initial ideas, chosen idea, design criteria, equipment needed, steps during construction and an evaluation questionnaire.
212. Due attention is given to health and safety matters in all classes.

Shortcomings

213. There are no important shortcomings.

Geography

Key Stage 1: Grade 2: Good features and no important shortcomings

Key Stage 2: Grade 2: Good features and no important shortcomings

Good features

214. Pupils in both key stages develop a secure knowledge and understanding of their own locality, the geography of Wales and an awareness that they are part of a wider world. They acquire good first hand geographical knowledge, understanding and skills from visits they make to places of interest locally and further afield.
215. Scrutiny of pupils' work and discussion with them also provide good evidence that they develop a sense of location and an understanding of their relationship with the environment and the ways in which they can care for it.
216. In KS1 pupils are able to identify symbols of objects, such as trees, bridges and houses. They begin to look at their immediate environment and can name some common physical features. They become aware of the basic services in their locality. They draw simple plans and maps with geographical features. They can give simple directions to places, such as their route to school.
217. Pupils in KS1 understand that different countries have different weather patterns; they can distinguish between hot and cold climates and identify the different types of clothes they would need to take if they went to such contrasting places. They are able to identify Wales on a map of Europe, as well as some other well known countries and their flags. They know which direction is north and which is south.
218. Pupils in KS2 continue to develop their geographical knowledge of the surrounding area through the use of aerial photographs to interpret the difference between physical and human features. They can place names of local places accurately on a large scale map and they have a good grasp of the use and purpose of a map and how it works.
219. Pupils in KS2 study features of a river and most can explain the causes of plunge pools and the differences between soft and hard rocks in relation to erosion and the landscape. They develop further their mapping skills by, for example, learning to read scale and grid references.
220. Older KS2 pupils compare their own locality with that of a contrasting country. For example, they study the effects the rainforests have on the weather in Wales and contrast the climate of the tropics with desert regions. They know that the world is divided into northern and southern hemispheres and that the equator is an imaginary line.
221. All pupils develop a good range of relevant geographical vocabulary, which they use correctly in activities.

Shortcomings

222. There are no important shortcomings.

Art

Key Stage 1: Grade 1: Good with outstanding features

Key Stage 2: Grade 1: Good with outstanding features

Outstanding features

223. All pupils experience working with a range of two and three dimensional materials to produce a wide variety of high quality art work, which is impressively displayed in classrooms and around the school

224. Throughout the school pupils have an outstanding knowledge and understanding of a very wide range of styles of painting by Welsh artists. Following a study of the work of Josef Herman, for example, in KS2 they copy scenes in his style with great effect using sketch books to experiment, investigate and plan before undertaking their project. They also use ICT to gain knowledge of Nick Holly and to produce images of people in his style. Their work is of a high quality.

225. The understanding pupils have of the art of other cultures, in particular Aboriginal art, is also outstanding.

226. Pupils' knowledge of the use of correct materials when drawing, such as the appropriate grade of pencil needed to produce certain effects of shading, is exceptionally good.

Good features

227. KS1 pupils experiment with shade, tone and colour mixing effectively. They show good observational skills. They exhibit their work with pride and can explain their choices of colour and medium adequately.

228. In KS2 pupils compare and contrast styles of international and famous painters with local artists. The use of artists in residence also effectively increases their knowledge of styles and media and inspires them to express themselves in a positive manner in their work.

229. KS2 pupils build very successfully on their previous skills. They develop good communication skills with each other through different media and are able to reason effectively. Their design work is of a high standard. They make good use of their creativity and imagination, for example, when designing for an abstract pattern. They produce high quality work on fashion designs and on painted tiles.

230. Pupils benefit from regular visits to local galleries, where they learn to appreciate and emulate artists from the past and present.

Shortcomings

231. There are no important shortcomings.

Physical education

Key Stage 1: Grade 1: Good with outstanding features

Key Stage 2: Grade 2: Good features and no important shortcomings

Outstanding features

232. In dance in KS1 pupils perform at an outstanding level producing a very effective series of movements and adeptly maintaining balance and shape. They show very good posture and control and use appropriate starting positions. They use these skills and their imagination to maximum effect to develop a dance sequence.

Good features

233. Most pupils work hard in lessons to achieve at least good standards and perform to the best of their ability.

234. Pupils in both key stages undertake a range of warm up exercises and are increasingly aware of space. They participate enthusiastically in lessons, dress appropriately and pay due regard to safety rules and health issues.

235. Pupils in KS1 use contrasting body shape, direction and speed well in response to changes in music. With agility they refine their movements to change speed, shape and level. They listen and respond appropriately to instructions. Most maintain good rhythm and display a growing confidence and expression in their movements.

236. KS2 pupils lift, transport and use equipment safely. They enjoy the opportunity to explain their movements in gymnastic lessons. They find a variety of ways to interpret flight. They make good use of space and perform the basic skills of balancing, climbing and jumping with good control. Some sustain a shape for a considerable time and demonstrate a high level of skills.

237. Older KS2 pupils develop advanced swimming techniques. They know how to practise their strokes and do this sensibly. They use correct starting positions and most demonstrate good co-ordination and control when in the water. The less able build up their confidence by means of a variety of appropriate exercises.

238. Pupils are given opportunities to evaluate their own and others' work, which highlights positive aspects of their achievements, provides encouragement and promotes the development of their own ideas.

239. Many KS2 pupils participate in a range of extra-curricular sports, which enable them to develop their skills further. They also benefit from professional sports coaching, for example in football and gymnastics.

Shortcomings

240. There are no important shortcomings, but in KS2 in dance a number of pupils' timing and control of stepping lacks fluency and accuracy.

School's response to the inspection

241. The GB and staff are delighted with, and extremely proud of, this report. It reflects the hard work and dedication of all staff and members of the school community, who have worked as a strong team, striving for continuous improvement. It reinforces our conviction that the school's performance is of a high standard with an excellent quality of provision. We agree with the report's recommendations and will amend actions already in the SDP in order to address these issues further.

242. Parents and the LEA will be informed of our action plan and of our progress in achieving these aims through the governors' annual report to parents and through the school's review procedures with the LEA.

243. The professionalism and courteousness of the inspectors was welcomed by all members of the school community. The inspection process was open and transparent. It was carried out thoroughly and comprehensively.

Appendix 1

Basic information about the school

Name of school	Waun Wen Primary School
School type	Nursery and Primary
Age-range of pupils	3 - 11
Address of school	Lion Street, Waun Wen, Swansea
Postcode	SA1 2BZ
Telephone number	01792 651010

Headteacher	Mrs. T. Williams
Date of appointment	October 2001
Chair of governors	Mr. B. Harris
Registered inspector	Dr. P.D. Ellis
Dates of inspection	13/2/07 - 15/2/07

Appendix 2

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	9	7	10	14	15	19	18	13	105

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	6	3	7.8

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	13.5
Pupil: adult (fte) ratio in nursery classes	N/A
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	21
Teacher (fte): class ratio	1.6:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of School
Spring 2006	67.9%	71.6%	87.0%
Summer 2006	74.4%	82.7%	91.1%
Autumn 2006	84.4%	87.7%	93.1%

Percentage of pupils entitled to free school meals	73%
Number of pupils excluded during 12 months prior to inspection	2

Appendix 3

National Curriculum Assessment Results End of Key Stage 1: (compared with 2005 national results)

National Curriculum Assessment KS1 Results 2006			Number of pupils in Y2:		13		
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher assessment	School	0	7	29	57	7
		National	0	4	12	64	20
En: reading	Teacher assessment	School	0	7	29	57	7
		National	0	4	14	56	26
En: writing	Teacher assessment	School	0	14	21	57	7
		National	0	5	14	69	12
En: speaking and listening	Teacher assessment	School	0	0	36	57	7
		National	0	2	11	64	23
Mathematics	Teacher assessment	School	0	0	7	43	50
		National	0	2	10	63	24
Science	Teacher assessment	School	0	7	21	64	7
		National	0	2	9	65	24

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	46.2%	In Wales	80.9%

D Pupils who have been disapplied from the statutory arrangements
 W Pupils who are working towards level 1

National Curriculum Assessment Results
End of Key Stage 2: (compared with 2005 national results)

National Curriculum Assessment KS2 Results 2006							Number of pupils in Y6		19		
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School	0	0	5	0	0	5	26	26	37
		National	0	0	1	0	1	4	15	47	32
Mathematics	Teacher assessment	School	0	0	5	0	0	0	21	32	42
		National	0	0	1	0	1	3	15	47	32
Science	Teacher assessment	School	0	0	5	0	0	10	21	16	47
		National	0	0	1	0	0	2	11	51	35

by Teacher Assessment	
In the school	63.2%
In Wales	74%

- D Pupils who are excepted under statutory arrangements from part or all of the National Curriculum
 A Pupils who have failed to register a level because of absence
 F Pupils who have failed to register a level for reasons other than absence
 W Pupils who are working towards level 1

Appendix 4

Evidence base of the inspection

Three inspectors spent a total of seven inspector days in the school. There was also a nominee on the team, who was the headteacher.

The inspection team visited:

- twenty-two lessons or part-lessons;
- all classes;
- three acts of collective worship; and
- a range of extra-curricular activities.

The inspection team held meetings with:

- staff, governors and parents before the inspection;
- senior managers, teachers and support, ancillary and administrative staff during the inspection;
- groups of pupils during the inspection; and
- staff and governors after the inspection.

The inspection team also considered:

- the school's self-evaluation report;
- twelve responses to the parents'/carers' questionnaire; around 99% of answers were positive;
- a comprehensive range of documentation provided by the school before and during the inspection; and
- a variety of pupils' current and past work.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Dr. P. David Ellis Registered Inspector	Context, Summary and Recommendations Key Questions 1, 3, 6 and 7 Early years, science and design technology
Mr. Enir Morgan Team Inspector	Key Questions 2, 4 and 5 Geography, art and physical education
Mrs. Caterina Lewis Lay Inspector	Contributions to Key Questions 1, 3, 4 and 7
Mrs. Trui Williams Nominee and Headteacher	Contributions to all Key Questions

Acknowledgement:

The inspection team would like to thank the governors, headteacher, staff and pupils for their co-operation and courtesy throughout the inspection.

Contractor:

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