

**Inspection under Section 10 of the
Schools Inspections Act 1996**

**Waunlwyd Primary School
Hillside Terrace
Waunlwyd
Ebbw Vale
Blaenau Gwent
NP23 6TY**

School Number: 677-2189

Date of Inspection: 13-15 September 2004

by

**Phillip Edwards
W227/15669**

Date: 15 November 2004

Under Estyn contract number: CT/80/04P

© Crown Copyright 2004

This Report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and the source and date thereof are stated.

Copies of this report are available from the school. Under the School Inspections Act 1996, the school must provide copies of the report free of charge to certain categories of people. A charge not exceeding the cost of reproduction may be made to others requesting a copy of the report.

Waunlwyd Primary School was inspected as part of a national programme of school inspection. The purpose 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 more information about their child's school.

The inspection of Waunlwyd Primary School took place between 13 – 15 September 2004. An independent team of three inspectors, led by Mr Phillip Edwards 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. This report may be reproduced for non-commercial educational purposes but only as a whole and provided it is reproduced verbatim without adaptation and the source and date thereof are stated.

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

Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years 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 attain the age of 5 during the academic year. Year 1 refers to the year group of pupils who attain the age of 6 during the academic year and so on. Year 13 is the year group of students who attain 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

CONTEXT	1
SUMMARY	2
RECOMMENDATIONS	5
STANDARDS	6
KEY QUESTION 1: HOW WELL DO LEARNERS ACHIEVE?	6
THE QUALITY OF EDUCATION AND TRAINING	7
KEY QUESTION 2: HOW EFFECTIVE ARE TEACHING, TRAINING AND ASSESSMENT?.....	7
KEY QUESTION 3: HOW WELL DO THE LEARNING EXPERIENCES MEET THE NEEDS AND INTERESTS OF LEARNERS AND THE WIDER COMMUNITY?.....	8
KEY QUESTION 4: HOW WELL ARE LEARNERS CARED FOR, GUIDED AND SUPPORTED?	9
LEADERSHIP AND MANAGEMENT	10
KEY QUESTION 5: HOW EFFECTIVE ARE LEADERSHIP AND STRATEGIC MANAGEMENT?.....	10
KEY QUESTION 6: HOW WELL DO LEADERS AND MANAGERS EVALUATE AND IMPROVE QUALITY AND STANDARDS?.....	11
KEY QUESTION 7: HOW EFFICIENT ARE LEADERS AND MANAGERS IN USING RESOURCES?.....	12
STANDARDS ACHIEVED IN SUBJECTS AND AREAS OF LEARNING	13
ENGLISH.....	13
MATHEMATICS	14
WELSH SECOND LANGUAGE	15
INFORMATION TECHNOLOGY	15
GEOGRAPHY.....	16
MUSIC	17
SCHOOL'S RESPONSE TO THE INSPECTION	18
APPENDICES	19
BASIC INFORMATION ABOUT THE SCHOOL	19
SCHOOL DATA AND INDICATORS.....	19
NATIONAL CURRICULUM ASSESSMENT RESULTS.....	20
EVIDENCE BASE OF THE INSPECTION.....	21
COMPOSITION AND RESPONSIBILITIES OF THE INSPECTION TEAM.....	22

Context

The nature of the provider

Waunlwyd Primary School, with 141 pupils aged four to 11 years of age is situated in the village of Waunlwyd in the county borough of Blaenau Gwent. The school serves the residential area of Waunlwyd and the surrounding area. The school describes about three quarters of the area it serves as neither prosperous nor economically disadvantaged with around a quarter economically disadvantaged; 17 per cent of pupils are entitled to free meals which is just below the all-Wales average of 19 per cent. Around 13 per cent of pupils have special educational needs (SEN), including one with a statement of SEN. Almost all pupils' home language is English and pupils enter school at reception age as there is no nursery provision.

The school's priorities and targets

The school has a vision statement: To provide a safe, caring environment where children can achieve their full potential and become confident, valued members of the community.

The schools aims to:

- develop the school as a caring community in which children and adults are treated with respect;
- give instruction in the basic skills namely reading, numeracy, oracy and literacy by the most appropriate methods available to us;
- encourage the development of each individual child, so that he/she will learn to take his/her place in society;
- give the children experience in the aesthetic activities such as art, craft and music;
- develop the children's imagination and their ability to express ideas through different creative media;
- assist in his/her physical, moral and spiritual growth;
- develop self-awareness and sensitivity to others and to promote self-discipline and acceptable behaviour;
- foster and encourage individual interests and talents among children and teachers;
- accomplish these in an atmosphere, which is relaxed but purposeful, and to facilitate the achievement of these aims by forming the best possible relationships between teachers, children, parents and others involved.

The school's major priorities and targets for 2004-2005 are to:

- raise standards of Key Stage (KS) 1 in the core subjects to that of schools with similar percentages of free school meals nationally;
- develop better communication between school and home in relation to ongoing pupil progress and improve parents' understanding of their child's education at school;

- continue to develop school self-evaluation practice and procedures and the role of the staff in evaluating standards and practice to improve the performance of the school;
- continue to improve the quality of planning and teaching of key skills across the curriculum;
- continue to develop the role of the school and class councils in determining the views of pupils on the daily life of the school.

Summary

Waunlwyd Primary is a good community school with some outstanding features. Standards have improved steadily since the previous inspection and the inspection team agreed with all of the judgements made by the school in the self-evaluation report.

Table of grades awarded

The inspection team judged the school's work as follows:-

Key question	Inspection grade
1 How well do learners achieve?	2
2 How effective are teaching, training and assessment?	2
3 How well do the learning experiences meet the needs and interests of learners and the wider community?	2
4 How well are learners cared for, guided and supported?	2
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?	2

Standards

Overall, pupils' standards of achievement in the areas of learning and subjects inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
15%	46%	39%	0%	0%

Pupils' standards of achievement in lessons are well above the Welsh Assembly Government's all-Wales' targets for 95 per cent of standards to be satisfactory and 50 per cent to be good.

The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the Desirable Outcomes for Children's Learning.

Subjects

In KS1 and KS2, in the subjects inspected, the standards of achievement are as follows:

Subject	KS1 2004	KS2 2004
English	2	1
Mathematics	2	1
Welsh second language	2	2
Information technology	2	2
Geography	2	2
Music	2	2

Pupils in both key stages achieve grade 2 standards and progress in their key skills of speaking, listening, reading, writing and numeracy across the curriculum; they achieve grade 3 in information and communications technology (ICT). The majority of pupils listen carefully and speak confidently in a range of contexts. They read competently and appreciate the value of reading as a source of information and pleasure; they write for a wide range of purposes and develop into confident writers by Year (Y) 5 and Y6. Pupils achieve grade 2 standards in numeracy which they apply appropriately across subjects, for example to measure temperature in science and write co-ordinates in geography. Standards are grade 3 in ICT which develops well by the end of KS2, but opportunities are missed for pupils in both key stages to use this key skill more effectively to improve their learning across the curriculum.

During the past three years, pupils' achievement in the end of KS1 and KS2 assessments corresponds closely with targets set by the school. At the end of KS1 in 2004, standards in English, mathematics and science were below national averages for 2003. In KS2, they were well above the national averages.

Pupils are interested and enthusiastic about their work. The majority of pupils make grade 2 progress towards fulfilling their potential and moving on to the next stage of their learning. The majority are keen to learn and begin to acquire the skills necessary to maintain lifelong learning. They work well individually and together on tasks given, but their understanding of the purpose of assessment and ability to plan and organise their own work and progress are at an early stage of development.

The development of pupils' personal and social skills is very good. At the start of the school day, they settle down to the task in hand, demonstrate good behaviour and understand what is expected of them. The majority of pupils are considerate and courteous to teaching staff, each other and visitors.

The quality of education and training

Quality of teaching	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	31%	38%	28%	3%	0%

Teachers challenge pupils and link previous learning to what pupils need to know next. Lessons are well planned with clear learning objectives shared with the pupils. In the best examples, there are clear introductions, challenging activities for pupils and opportunities for pupils to discuss and share their learning. This helps pupils' understanding of what they have learnt.

Teachers have good subject knowledge and use an appropriate range of teaching strategies and resources, which helps to maintain pupils' interest, and ensure that there is equal opportunity for all. Marking of pupils' work is supportive of their learning and in the best examples includes valuable comments to explain how it can be improved, but this is variable.

A comprehensive, whole-school system of assessment tracks pupils' progress effectively over time. Careful analysis and evaluation identify how teaching and learning can be improved to promote achievement and high standards. Pupils' work is assessed accurately by teachers, using school subject portfolios. Annual reports to parents on their child's progress comply with statutory requirements.

Pupils' spiritual values develop well in collective worship and lessons; pupils have good opportunities to reflect on their own and other peoples' lives. Pupils' moral development is very good and they have a strong sense of right and wrong. There is a strong community spirit in the school where pupils' social development flourishes and relationships among pupils and staff are exemplary.

The school provides equal access to a broad and well balanced curriculum and complies with legal requirements. Proper attention is given to plan work according to pupils' needs, including pupils with SEN.

All pupils are encouraged to participate in a wide range of extra-curricular activities such as netball, athletics, football, cricket, computer club, choir and a drama club.

Links with parents, the community and schools are effective. The school encourages and values parental support and meets statutory requirements in relation to the information provided for them. Good partnership arrangements exist with a number of businesses and world or work organisations. Pupils are able to broaden their knowledge and understanding of industry in curriculum areas such as technology, and geography.

Attendance procedures are grade 2 with parents and pupils well aware of the school's attendance procedures, but rates compared with national data are grade 3. Whilst there are no targets set on attendance, clear guidance is provided for staff, pupils, parents and carers on the procedures to follow in the event of unexpected absence. Pupils are punctual at the start of the school day and individual lessons.

Learners are well cared for, guided and supported. Support programmes are carefully integrated into the school's work so that they meet the needs of learners and ensure equality of opportunity. There is a good range of policies and guidelines to ensure the general safety and well being of pupils.

The provision for pupils with SEN is grade 1 with some outstanding features, such as, the help and support provided by the governor who oversees SEN. Systems are in place for the early identification of special needs and early intervention where needed. Pupils with SEN make very good progress in developing their skills and succeed in achieving standards which correspond well with their age and ability.

Leadership and management

The headteacher is very effective as a leader and manager. He is ably supported by the senior management team (SMT) and provides clear and purposeful direction to maintain and improve overall standards. A particular strength is the way the headteacher, SMT and subject leaders work very well together to understand and play a full part in implementing strategies and monitoring standards.

The governing body is knowledgeable and well informed with a significant number of governors actively involved in the day-to-day life of the school by helping in classes. They provide effective support and guidance in respect of the strategic direction of the school and ensure finite resources are used prudently to meet school priorities; their formal role in self-evaluation continues to develop.

The school self-evaluation process is thorough and involves all leaders and managers appropriately.

The governing body and headteacher provide adequate resources to ensure objectives are met.

Actions taken by the school leaders and managers as a result of self-evaluation add value to the provision to maintain and improve overall standards in pupils' achievement. The school has made good progress in all key issues since the last inspection.

The overall provision of staffing and resources is good; throughout the school, pupils are well supported by qualified and experienced staff.

There are shortcomings in the accommodation. Although much work has been done to improve the fabric of the building, dampness in walls continues to be a concern as does the lack of a convenient school field to support school activities, such as physical education and games. Despite shortcomings, the school makes good use of its buildings and uses staff and learning resources very well.

Spending decisions are well matched to the school's priorities. The school plans and estimates its resource needs carefully. Overall, the school achieves good value for money.

Recommendations

The school needs to:

- R1. maintain the high standards achieved by pupils in all subjects;
- R2. implement the initiatives identified in the current school development plan (SDP) to continue improving standards in KS1;
- R3. establish appropriate arrangements to monitor the delivery of key skills across the curriculum;
- R4. continue to develop pupils' understanding of the purpose of assessment, including involving them in planning their own progress;
- R5. in co-operation with the LEA, continue to improve the quality of the accommodation in the long term.

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

1. Overall, the findings of the inspection team match the judgement made by the school in the self-evaluation report.
2. During the inspection the pupils' overall standards of achievement in the subjects are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
15%	46%	38%	0%	0%

3. In key stage 1 and key stage 2, in the subjects inspected, the standards of achievement are as follows:

Subject	KS1 2004	KS2 2004
English	2	1
Mathematics	2	1
Welsh second language	2	2
Information technology	2	2
Geography	2	2
Music	2	2

4. The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the Desirable Outcomes for Children's Learning. Children's personal, social and learning skills develop well in the reception class and they settle down quickly and confidently at the start of the school year.
5. Pupils achieve grade 2 standards and progress in their key skills of speaking, listening, reading, writing, numeracy across the curriculum; they achieve grade 3 in ICT. The majority of pupils listen carefully and speak confidently in a range of contexts. They read competently and appreciate the value of reading as a source of information and pleasure; they write for a wide range of purposes and develop into confident writers by Y5 and Y6. Pupils achieve grade 2 standards in numeracy which they apply appropriately across subjects, for example to measure temperature in science and write co-ordinates in geography. Standards are grade 3 in ICT which develops well by the end of KS2, but opportunities are missed for pupils in both key stages to use this key skill more effectively to improve their learning across the curriculum.
6. During the past three years, pupils' achievement in end of KS1 and KS2 assessments corresponds closely with targets set by the school. At the end of KS1 in 2004, standards in English, mathematics and science were below national averages for 2003. In KS2, they were well above the national averages.
7. In KS1, the core subject indicator showed standards in all three core subjects to be in the lower quartile compared with similar schools. In key stage 2 the core subject indicator was in the upper quartile compared with similar schools. There are no significant differences in the performance of boys and girls.

8. The majority of pupils, including the significant number of pupils who enter school at a low baseline at reception, achieve well and acquire new knowledge or skills, develop ideas and increase their understanding as they progress through the school. They make grade 2 progress towards fulfilling their potential and moving on to the next stage of their learning. Pupils work well individually and together on tasks given, but their ability to plan and organise their own work and progress is at an early stage of development.
9. Pupils are interested and enthusiastic about their work. The majority of them are keen to learn and begin to acquire the skills necessary to maintain lifelong learning. In English, pupils have individual targets agreed with the teacher; in mathematics and other subjects, teachers set individual targets. In other areas of the curriculum, pupils are less clear about the major factors that determine the standards they currently achieve.
10. Attendance procedures are grade 2 with parents and pupils well aware of the school's attendance procedures, but rates compared with national data are grade 3. Pupils are punctual at the start of the school day and individual lessons.
11. The development of pupils' personal and social skills is grade 1. At the start of the school day, they settle down to the task in hand, demonstrate good behaviour and understand what is expected of them. The majority of them are considerate and courteous to teaching staff, each other and visitors. They are eager to answer questions and join in the range of activities provided.
12. Pupils reflect on and achieve a grade 1 understanding of moral and social issues. They develop a range of interests, social skills and community awareness through well considered assemblies, collective worship and extra-curricular activities. They appreciate the values of others and are aware of equal opportunities' issues; they recognise and show respect for the diversity and cultural traditions within a pluralistic society and the local community.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

13. Overall the findings of the inspection team match the judgement made by the school in the self-evaluation report.

Quality of teaching	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	31%	38%	28%	3%	0%

14. The quality of relationships in the classroom is grade 1. Teachers challenge pupils and link previous learning to what pupils need to know next. Teachers support pupils' learning with positive praise and encouragement.
15. Lessons are well planned with clear learning objectives shared with the pupils. In the best examples, there are clear introductions, challenging activities for pupils and opportunities for pupils to discuss and share their learning. This helps pupils' understanding of what they have learnt.
16. Where there are interactive whiteboards in the classroom, the teachers and pupils make very good use of them to support learning. For example, with the aid

of the interactive whiteboard, pupils explain confidently how to use spreadsheets to the rest of the class.

17. Teachers have good subject knowledge and use an appropriate range of teaching strategies and resources, which helps to maintain pupils' interest, and ensure there is equal opportunity for all. Effective teaching and learning strategies support and encourage boys' achievement, such as the auditing of reading books to ensure boys and girls have an equal opportunity to access different types of books.
18. Parents provide valuable support in the classroom throughout the school, particularly with the early years, information technology and SEN.
19. Marking of pupils' work is supportive of their learning and in the best examples includes valuable comments to explain how it can be improved, but this is variable.
20. Appropriate targets for improvement are set for each pupil and each year group. In the best examples, these are shared with pupils and they are encouraged to explain and evaluate their thinking; this supports them effectively in their learning.
21. A comprehensive, whole-school system of assessment tracks pupils' progress over time. This process includes using results from a range of national and standardised tests. Careful analysis and evaluation identify how teaching and learning can be improved to promote achievement and high standards. Before pupils move up to the next class, teachers share information about progress.
22. Pupils' work is assessed accurately by teachers, using school subject portfolios. This also provides teachers with the opportunity to discuss and agree standards in each subject. The assessment co-ordinator provides very good leadership.
23. Annual reports to parents on their child's progress comply with statutory requirements. Reports clearly indicate what pupils need to improve and parents have the opportunity to provide feedback to the school. Parents have the opportunity of meeting with teachers during the year to discuss their child's overall progress. The school has an appropriate home/school agreement with parents.

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

Grade 2: Good features and no important shortcomings
--

24. Overall, the findings of the inspection team match the judgement made by the school in the self-evaluation report.
25. Pupils' spiritual values develop well in collective worship, and lessons; pupils have good opportunities to reflect on their own and other peoples' lives. Pupils' moral development is very good and they have a strong sense of right and wrong; they raise considerable funds for others they see less fortunate than themselves. There is a strong community spirit in the school where pupils' social development flourishes. Relationships among pupils and staff are exemplary and pupils take on various responsibilities, such as prefect duties and selling healthy foods at morning break. Pupils' awareness of the culture of Wales and other countries

improves steadily through appropriate references in the taught curriculum, for example, they sing a range of Welsh songs and those from other countries; all pupils learn the Welsh National Anthem well. Overall, the school makes good provision for pupils' personal and social education and follows the Personal and Social Education Framework.

26. All pupils are encouraged to participate in a wide range of extra-curricular activities such as netball, athletics, football, cricket, computer club, choir and a drama club.
27. The school values parental support for the benefit of both pupils and staff and the responses from the pre-inspection parental questionnaire indicate that in return the school receives the full support of the parents and carers for its efforts and work. A comprehensive range of information is provided for parents and carers on a wide range of school activities, this includes the school prospectus, newsletters, induction, Basic Skills Agency information, mathematical expectations, 'Read with Me' and the annual governors' report to parents. The school meets the statutory requirements in relation to the information provided for parents and carers.
28. The Parent Teacher Association plays an active role in supporting the work of the school making a good contribution to the provision of facilities and resources for pupils. The association is very active organising social events during the year and also providing support to staff with various classroom and organized visits throughout the year.
29. The school curriculum complies with legal requirements and provides equal access to a broad and well balanced curriculum. Proper attention is given to plan work according to pupils' needs, including pupils with SEN.
30. Good partnership arrangements exist with a number of businesses and world or work organisations. Pupils are able to broaden their knowledge and understanding of industry in curriculum areas such as technology, and geography. Pupils are encouraged to improve standards when local businesses donate prizes to various school and parents' association activities.
31. Placements in a number of different businesses and agencies and visits to other schools to share good practice take place. These and useful links with the General Teaching Council and Careers Wales enable some teaching staff to experience the world of work to enrich the overall curriculum available to pupils.

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

Grade 2: Good features and no important shortcomings

32. Overall, the findings of the inspection team match the judgement made by the school in the self-evaluation report.
33. The school has effective arrangements to ensure equal opportunities for pupils. For example, all extra-curricular activities involve both boys and girls and cover a wide range of interests.
34. The clearly defined and comprehensive induction programme for reception and older pupils creates a welcoming and supportive environment for new admissions. Good transitional arrangements for learners exist between KS2 and

KS3 with bridging units being used in the core subjects and staff from the primary and secondary schools meeting on a regular basis.

35. There is a good range of policies and guidelines to ensure the general safety and well-being of pupils whilst attending school and when on educational visits. The headteacher and deputy are trained child protection officers and all staff are briefed on protocols and procedures as outlined in the School's Child Protection Policy.
36. The average attendance for the three terms before the inspection was 94.0 per cent. The school uses manual registers to record attendance but the weekly process of monitoring attendance is computerised and this is effectively administered by the headteacher who monitors and evaluates attendance figures. Whilst there are no targets set on attendance, clear guidance is provided for staff, pupils, parents and carers on the procedures to follow in the event of unexpected absence. There are also good working arrangements with the school's education welfare officer.
37. Learners are well cared for, guided and supported. Support programmes are carefully integrated into the school's work so that they meet the needs of learners and ensure equality of opportunity.
38. The provision for pupils with SEN is grade 1 with some outstanding features, such as the help and support provided by the SEN governor, who provides regular support for pupils with special needs. The recently updated SEN policy complies fully with the recommendations of the Code of Practice. Systems are in place for the early identification of special needs and early intervention where needed. The SEN co-ordinator provides very good leadership; teachers and support staff work closely together to ensure continuity of support. The classroom assistant has access to a school based literacy recovery training programme to support pupils effectively. Pupils are withdrawn from mainstream classes for a minimum time to ensure their full inclusion in school. There is good liaison between the staff of the Authority's peripatetic special needs service and the school.
39. The school analyses carefully baseline results for the reception class as a basis for identifying individual strengths and weaknesses. There are good structures in place to support new entrants in the rest of the school. Pupils are assessed after they have settled in the school and if appropriate, this triggers a support process. The quality of individual educational plans is good; they identify clearly what pupils need to do next to improve. Progress is evaluated and shared with parents. As a result, pupils with SEN make very good progress in developing their skills and succeed in achieving standards which correspond well to their age and ability.

Leadership and Management

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

Grade 1: Good with outstanding features

40. Overall, the findings of the inspection team match the judgement made by the school in the self-evaluation report.

41. The headteacher is very effective as a leader and manager. He is ably supported by the SMT and provides clear and purposeful direction to maintain and improve overall standards. The school has a clear mission statement and aims formulated by staff and governors. Governors and teachers are well informed and knowledgeable about all aspects of school strategic management and how they are likely to bring about desired improvements. Comprehensive and effective self-evaluation procedures, based on first-hand evidence of teaching and learning ensure steady improvement.
42. The very good relationships based on equality of opportunity among the governors, staff, pupils and the community are an outstanding feature and enable the school to take account of all their views directly in its self-evaluation. For example the recently formed school council already provides a forum for pupils' ideas, and parents' views are ascertained effectively through questionnaires.

The grade 1 relationships throughout the school are an outstanding feature.

43. The outcomes of the self-evaluation process, including support from the local education authority advisory service provide a very sound basis for continuous improvement. Curriculum leaders monitor and evaluate their areas of responsibilities well and share good practice. All staff and governors contribute towards and evaluate the SDP which evolves effectively through self-evaluation and provides focused priorities and actions with measurable criteria for improvement.
44. The governing body is knowledgeable and well informed with a significant number of governors actively involved in the day-to-day life of the school by helping in classes. They provide effective support and guidance in respect of the strategic direction of the school and ensure finite resources are used prudently to meet school priorities. The very good administrative procedures contribute significantly to the smooth running of the school.

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

Grade 1: Good with outstanding features

45. Overall, the findings of the inspection team match the judgement made by the school in the self-evaluation report.
46. The school self-evaluation process is thorough and involves all leaders and managers appropriately. The school's effective self-evaluation report draws on first-hand evidence, evaluates rigorously the school's strengths and weaknesses and what needs improving. It informs a concise and accessible SDP which identifies time-related criteria to evaluate measurable outcomes which drive school improvement effectively over the school year. The inspection team agreed overall with the school's judgements in the seven key questions.
47. The governing body oversees and is knowledgeable about the work of the school through well informed governors' reports and meetings, although their formal role in self-evaluation continues to develop. A particular strength is the way the

headteacher, SMT and subject leaders work very well together to understand and play a full part in implementing strategies.

48. A detailed analysis is made of school assessment from the time children enter reception up to the end of KS2 in order to improve teaching and learning and set challenging targets for pupils in particular to reduce successfully the difference in achievement between boys and girls.
49. The school has sought the views of parents on the service it provides and is currently developing appropriate opportunities for pupils to have a voice on their experiences of school and the decisions that affect them, for example through a recently established school council of pupils.
50. The governing body and headteacher provide adequate resources to ensure objectives are met; much work has been done to improve the fabric of the building.
51. Actions taken by the school leaders and managers as a result of self-evaluation add value to the provision to maintain and improve overall standards in pupils' achievement. The school has made good progress in all key issues since the last inspection.

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

Grade 2: Good features and no important shortcomings

52. Overall, the findings of the inspection team match the judgements made by the school in the self-evaluation report.
53. Throughout the school, pupils are well supported by qualified and experienced staff. Curriculum resources are well managed by subject co-ordinators. In addition to class based computers, there are computer areas accessible to pupils. The school has presently two interactive whiteboards which are used effectively by teachers. There are also two computers in the early years in constant use. The school has recently received two new computers as well as a digital microscope which are used appropriately. Most computers have broadband access and the school develops its online communication through the use of its developing web-site; this includes a newsletter to parents.
54. There are shortcomings in the accommodation. Dampness in walls continues to be a concern as does the lack of a convenient school field to support school activities, such as physical education and games. Despite shortcomings, the school makes good use of its buildings and uses staff and learning resources very well.
55. Spending decisions are well matched to the school's priorities. The school carefully plans and estimates its resource needs. Overall, the school achieves good value for money.

Standards achieved in subjects and areas of learning

English

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

Key Stage 2 - Grade 1: Good with outstanding features

Good and outstanding features

Pupils in both key stages are keen to learn. They listen carefully to the teacher and respect the contributions of other pupils.

Pupils in KS1 share their ideas and opinions with enthusiasm. They use appropriate vocabulary when explaining their work. They speak fluently and confidently and sustain conversations. They ask appropriate questions and contribute their own ideas effectively in discussions.

In KS2, pupils answer questions confidently using clear and expressive language. Pupils often link previous learning to new learning.

In KS1, the majority of pupils read common words with ease and develop a suitable range of strategies to help them tackle new words and make sense of what they read. Older pupils are at an appropriate stage in their reading to achieve well at the end of the key stage. More able pupils already use punctuation and read with expression.

In KS2, pupils are able to read accurately, fluently and with appropriate expression. They have a clear understanding of what they read and view. Pupils read and respond to a wide range of literary and non-literary texts. Pupils write book reviews that include detailed character descriptions. They use dictionaries and thesauruses appropriately to support their learning.

In KS1, the majority of pupils progress well to form letters, space words and write simple sentences. Pupils' work shows that most pupils write and structure simple stories successfully. Older pupils begin to use a widening vocabulary and spell common words correctly.

In KS2, pupils develop their knowledge of grammar very well; they have a very good understanding of verbs and adverbs. Older pupils are able to identify patterns in a poetry lesson; an outstanding feature is how they are able to identify patterns and rhymes in a poem entitled "The Mad Professor's Daughter". Pupils identified hard and soft "c" sounds in words from the poem.

Pupils' work in KS2 shows writing is of high quality and their spelling and handwriting skills develop well. They are able to write letters, leaflets, instructions, poetry and stories very well. They have a good knowledge of punctuation, including the use of paragraphs, question, speech and exclamation marks.

An outstanding feature in KS2 is the way pupils develop grade 1 communication skills and understanding of 'action words' through performing the actions of their chosen verbs.

Shortcomings

There are no major shortcomings.

Mathematics

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

Key Stage 2 Grade 1: Good with outstanding features

Good and outstanding features

Pupils in KS1 develop an appropriate range of mathematical approaches and recognise simple patterns and relationships well.

In KS1, younger pupils recognise and name simple mathematical symbols confidently. The majority have a secure grasp of the order of numbers from one to 20 and the more able can recognise number bonds up to 10.

Mathematical concepts of older pupils in KS1 develop well and they can count up to 100 starting from different numbers. They recognise well two-dimensional shapes and coins up to a pound and give change from 20p.

Early measuring skills of pupils in KS1 develop well. For example, they estimate then measure the capacity of containers, length of objects in centimetres and compare weights by direct comparison; they tell the time to half and quarter past the hour, can count in seconds and know the days, months and seasons.

By the end of KS1, pupils can recognise three-dimensional shapes, such as cubes, cuboids, cylinders, cones and pyramids. They develop a sound concept of angles.

Pupils in both key stages have a very good knowledge and understanding of table facts which they are able to apply in different contexts.

In KS2, younger pupils subtract two-digit numbers using a hundred square with increasing confidence.

Later in KS2, pupils round any number up or down to the nearest hundred or thousand. They develop their knowledge of two-dimensional shapes to include properties of polygons and different types of triangles.

Older pupils in KS2 understand that the probability of any event lies between impossibility and certainty; they can use appropriate vocabulary such as 'probably', 'impossible' and 'unlikely'.

Older pupils in KS2 construct a box form a net and investigate to find the volume of centimetre cubes it will hold. Through discussion, a significant number of them are able to construct a formula for finding the volume of a cube or cuboid.

By the end of KS2, pupils develop their own strategies for solving problems involving measures. They show understanding of situations by describing them mathematically using symbols, words and diagrams. They use co-ordinates, including negative numbers, to specify location accurately.

An outstanding feature of standards in mathematics in KS2 is the range of mathematical experiences pupils can use and apply by the end of the key stage in number, shape, space, measures and handling data.

Shortcomings

There are no major shortcomings.

Welsh second language

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

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

Good and outstanding features

Younger pupils in KS1 greet each other appropriately in Welsh. They begin to read steadily from a big Welsh book as a class and become familiar with simple Welsh reading books.

Older pupils in KS1 learn to use the preposition 'in' to ask in Welsh 'What is in the box'?

Pupils in KS1 use Welsh dictionaries appropriately to check the spelling of words learnt and use a sentence frame to write simple text; some word-process sentences on the computer.

Pupils throughout the school respond very well to the consistent incidental Welsh they hear from the majority of teachers. A significant number answer questions naturally in Welsh. For example pupils in both key stages can ask for a drink or crisps in Welsh and respond well to basic commands such as 'stop', 'go', 'look' and 'read'.

Younger pupils in KS2 are able to talk about the weather in Welsh and describe how they feel to each other. They can write and act out a dialogue of a patient visiting a doctor.

Older pupils in KS2 ask questions about what they like in school confidently. They extend the range of language patterns with the aid of flash cards to include asking questions to their partners in the past tense about where and with whom they have been; they have a good grasp of Welsh place names.

The oldest pupils read well from a PowerPoint presentation about the famous Welsh buccaneer Harri Morgan. They answer a range of questions confidently with clear pronunciation and intonation including answering multiple choice and written answer questions well in a 'hot seat' situation.

Shortcomings

There are no major shortcomings, but the extent and variety of pupils' writing in Welsh are limited in KS2.

Information technology

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

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

Good and outstanding features

Key Stage 1 and KS2 pupils demonstrate good understanding and skills. They use ICT equipment and software competently and confidently to achieve specific outcomes. Older pupils build effectively on previous skills.

In KS1, younger children develop appropriate skills to achieve specific outcomes. Younger pupils are able to select appropriate paint colours and drawing tools to

create and colour faces. They use an interactive whiteboard effectively to present and share their work with the class.

Older pupils in KS1 have a good facility with word-processing skills and select stored images to insert and illustrate their written work. They save their files and operate the mouse confidently.

Pupils in KS2 can produce relevant graphs to support investigations as well as using a word-processor effectively to support their writing; they can change colours, fonts, underline and use bold type as appropriate as well as save and print work.

In KS2, older pupils can set up and use spreadsheets competently. Pupils talk confidently about using ICT to program an on-screen turtle to create squares, rectangles and polygons.

Older pupils ably update and edit articles for the "Waunlwyd News" as well as the school web-site; they demonstrate very good independent ICT skills when editing. The web-site provides links for parents to access school news written by pupils.

A good feature is the way pupils use the interactive whiteboard to share their ideas on how to use spreadsheets. Pupils investigate how to change data and have a very good understanding of how to use formulae to save time during investigations.

Groups of older pupils in KS2 prepare good media presentations for their peers describing visits made by them in the community, illustrated by digitally produced photographs.

Shortcomings

There are no major shortcomings, but pupils' ability to identify ways to use the computer to enhance their work is limited.

Geography

Key stage 1 – Grade 2: Good features with no important shortcomings.

Key stage 2 – Grade 2: Good features with no important shortcomings.

Good and outstanding features

In both key stages, pupils develop a secure knowledge and understanding of geographical terms and features and the character of the local area.

In KS1, younger pupils are able to identify symbols well, such as bridges, trees and houses on local plans. Older pupils are able to identify and place symbols of local interest, such as the Festival Park and Waunlwyd Primary school on a local plan confidently. They match places with corresponding photographs with increasing precision.

In KS2, pupils are able to compare and contrast Waunlwyd with the village of Chembakolli, India, well. They are able to read a map of India and identify the Nilgiri Hills. Through effective use of a CD-ROM they appreciate and confirm that people in different parts of the world speak different languages.

Older pupils have a good understanding of scale and the eight compass points. Pupils use the interactive whiteboard confidently to demonstrate their understanding to other pupils.

Pupils' previous work reflects on the "Future development of the steelworks site, Ebbw Vale" supported by letters written to the Blaenau Gwent planning department with written replies from the council. Pupils carry out a detailed survey of the Cwm by-pass to discover the advantages and the disadvantages of such a scheme. They provide questionnaires to shopkeepers and undertake a traffic survey which they analyse carefully and present their findings clearly.

Shortcomings

There are no major shortcomings.

Music

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

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

Good and outstanding features

Pupils in both key stages sing well with appropriate volume and dynamics and are able to sing in two-part harmony retaining the tune and parts successfully.

Younger pupils in KS1 sing sweetly and in tune. They remember their words well. They acquire knowledge, skills and understanding by direct engagement with elements of music through practical activities. They handle tuned and untuned musical instruments carefully and offer appropriate musical instruments to accompany their music. For example, they recognise that bells and maracas sound like rain. They become familiar with a simple graphic score.

Younger pupils in KS2 are familiar with and can explain musical terms such as dynamics with good understanding. They are aware that some musical instruments can make long or loud sounds and some make short or quiet sounds. They learn through appropriate activities the factors which affect the length of notes. Pupils explore a range of sound sources from tuned and untuned musical instruments carefully and choose correctly if they make sustained or short sounds. Their ability to contrast loud and quiet sounds is developing.

Older pupils in KS1 explore and read rhythms which they perform in various combinations. All pupils are eager and able to participate in identifying rhythms well from words such as 'cloud' and 'sunshine'.

Older pupils in KS2 perform well when they sing a calypso in a call and respond to style and clap rhythm patterns. They recall the musical elements well. They compose a range of seven-beat rhythms. They have a good idea of pitch and musical structure, such as repetition. Learners learn a Caribbean calypso – they clap maintaining a steady beat. Learners perform confidently with very good expression and diction when singing. They acquire musical knowledge, skills and understanding by direct engagement with the elements of music through singing with a CD accompaniment. A group of pupils accompany their peers with a steady ostinato on glockenspiels and xylophones.

The oldest pupils in KS2 follow a simple graphic score to perform different sounds to represent the beats. They perform their own rhythmic composition for other pupils to imitate. They recall well the different ways in which drums and tambourines can be played. They observe that the pitch of the beats becomes higher when tapped on the edge. They use the floor and click their fingers effectively as striking instruments.

They compose a range of eight-beat patterns made up with drums and singing rhythms. They can imitate their performances well. Pupils offer clear appraisals of their performances.

Shortcomings

When singing as a school in assemblies, pupils clip the endings of song phrases.

School's response to the inspection

The staff and governing body after reading the excellent report on the work of the school and after considering the outcomes of the inspection conclude that the report fairly and accurately reflects the work of the school. The judgements and observations of the inspection team validate and are in accord with those made by the school in its self-evaluation document.

The inspection was comprehensive and extensive and staff appreciated the professional and courteous manner with which it was conducted. The headteacher in his role as nominee appreciated the care taken by the team to fully evidence their judgements and the attention given to ensuring the inspection process was open, transparent and focused on the further improvement and development of the school.

The report recognises the many positive elements of the school; the grade 1 relationships between staff and pupils throughout the school, the way learners are well cared for, guided and supported and the strong community spirit, which fosters pupil development. In addition, the skill and dedication of teachers in planning learning through challenging activities and supporting pupils' learning with positive praise and encouragement is commended.

The focus on standards and attainment rightly acknowledges the steady improvement in standards at the school, the good progress made in all key issues and the improvement made in English, mathematics, geography and music since the previous inspection. The identification of pupils' interest and enthusiasm for their work and that the majority of pupils are keen to learn and begin to acquire the skills necessary to maintain lifelong learning is recognised as a strength of the school.

The headteacher, staff and governing body will ensure that further development and improvement occurs as we act upon the recommendations outlined in the inspection report through the academic year.

Waunlwyd Primary School is justly delighted by the conclusions of the inspection report and the endorsement it gives of the high quality of education the school provides.

Appendix A

Basic information about the school

Name of school	Waunlwyd Primary School
School type	Community
Age-range of pupils	4 – 11 years
Address of school	Waunlwyd Ebbw Vale Blaenau Gwent
Post-code	NP23 6TY
Telephone number	01495 370235

Headteacher	Mr Graham Worgan
Date of appointment	1 September 2000
Chair of governors	Mrs Carol Humphries
Reporting inspector	Mr Phillip Edwards
Dates of inspection	13 – 15 September 2004

Appendix B

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	0	19	20	23	29	16	19	15	141

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	7	0	7

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	20.14
Average class size, excluding nursery and special classes	23.5
Teacher (fte): class ratio	1.16

Percentage attendance for three complete terms prior to inspection				
Term	R	KS1	KS2	Whole School
Autumn 2003	92.42	94.32	95.39	94.60
Spring 2004	93.65	93.75	94.96	94.42
Summer 2004	94.30	93.67	92.83	93.33

Percentage of pupils entitled to free school meals	17
Number of pupils excluded during 12 months prior to inspection	0

Appendix C

National Curriculum Assessment Results End of Key Stage 1

School National Curriculum Assessment KS1 Results 2004 compared with national averages for 2003			Number of pupils in Y2:30					
Percentage of pupils at each level								
			D	W	1	2	3	4
English:	Teacher Assessment	School	0	7	33	40	20	0
		National	0	4	14	63	20	0
English: reading	Teacher Assessment	School	0	7	33	40	20	0
		National	0	4	14	55	27	0
English: writing	Teacher Assessment	School	0	17	23	57	3	0
		National	0	5	14	69	11	0
English: speaking and listening	Teacher Assessment	School	0	0	37	43	20	0
		National	0	3	12	63	22	0
Mathematics	Teacher Assessment	School	0	7	30	43	20	0
		National	0	2	11	63	24	0
Science	Teacher Assessment	School	0	3	33	40	23	0
		National	0	2	10	66	22	0

Percentage of pupils attaining at least Level 2 in mathematics, science and English (or Welsh as a first language) according to teacher assessment			
In the School:	60	In Wales:	79

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

The majority of seven-year-old pupils are expected to attain Level 2.

End of Key Stage 2

School National Curriculum Assessment KS2 Results 2004 compared with national averages for 2003			Number of pupils in Y6: 25								
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	0	0	0	16	44	40
		National	0	0	0	0	1	6	16	45	31
	Test/Task	School	0	0	0	0	0	4	12	44	40
		National	0	2	1	0	0	5	12	38	40
Mathematics	Teacher assessment	School	0	0	0	0	0	4	8	52	36
		National	0	0	0	0	0	4	19	46	30
	Test/Task	School	0	0	0	0	0	4	4	56	36
		National	0	2	1	0	0	4	18	42	33
Science	Teacher assessment	School	0	0	0	0	0	0	4	60	36
		National	0	0	0	0	0	2	13	49	35
	Test/Task	School	0	0	0	0	0	0	0	64	36
		National	0	2	0	0	0	1	9	48	39

Percentage of pupils attaining at least Level 4 in mathematics, science and English (or Welsh as a first language)			
by teacher assessment		by test	
In the School:	84	In the School:	80
In Wales:	68	In Wales:	68

- 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

The majority of 11-year-old pupils are expected to attain Level 4.

Appendix D

Evidence base of the inspection

- A team of three inspectors, who were present at the school for seven inspector days, carried out the inspection.
- Pre-inspection meetings were held with parents and the governing body to discuss the life and work of the school.
- Twenty-four questionnaires were completed by parents and analysed carefully.
- Discussions were held with the headteacher and staff with responsibilities, and support staff.
- School documentation and samples of pupils' work were examined.
- Thirty-one lessons or sessions were observed.
- A sample of pupils' work from across the ability range in each year group was examined.
- Inspectors listened to a sample of pupils from each year group reading. Discussions were held with pupils about their work and with the school council about the life of the school.
- Pupils' behaviour was observed during break periods, at lunchtime and at the end and beginning of the school sessions.
- Inspectors attended assemblies and observed extra-curricular activities.
- Post-inspection meetings were held with the staff and the governing body.

Appendix E

Composition and responsibilities of the inspection team

Team member	Responsibilities	Subjects
Mr Phillip Edwards, RgI	Context, summary and recommendations, key questions 1, 3, 5 and 6	Mathematics Welsh Music
Mr Stuart Herbert, Team	Key questions 2, 4 and 7.	English Information technology Geography
Mrs Helen Adams, Lay	Contributions to all seven 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.

EPPC/Severn Crossing Ltd
Britannic House
Britannic Way
Llandarcy
Neath
SA10 6JQ

**Inspection under Section 10 of the
Schools Inspections Act 1996**

**Waunlwyd Primary School
Hillside Terrace
Waunlwyd
Ebbw Vale
Blaenau Gwent
NP23 6TY**

by

**Phillip Edwards
W227/15669**

A Summary Report for Parents

School Number: 677-2189

Date of Inspection: 13-15 September 2004

Waunlwyd Primary School was inspected as part of a national programme of school inspection. The purpose 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 more information about their child's school. A copy of this summary is sent to every family with a child at the school. **The full report can be obtained from the school.**

The inspection of Waunlwyd Primary School took place between 13 – 15 September 2004. An independent team of three inspectors, led by Mr Phillip Edwards 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.

Basic information about the school

Name of school	Waunlwyd Primary School
School type	Community
Age-range of pupils	4 – 11 years
Address of school	Waunlwyd Ebbw Vale Blaenau Gwent
Post-code	NP23 6TY
Telephone number	01495 370235

Headteacher	Mr Graham Worgan
Date of appointment	1 September 2000
Chair of governors	Mrs Carol Humphries
Reporting inspector	Mr Phillip Edwards
Dates of inspection	13 – 15 September 2004

© Crown Copyright 2004

This summary report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and the source and date thereof are stated.

Copies of this summary report are available from the school. Under the School Inspections Act 1996, the school must provide copies of the report free of charge to certain categories of people. A charge not exceeding the cost of reproduction may be made to others requesting a copy of the report.

Context

The nature of the provider

Waunlwyd Primary School, with 141 pupils aged four to 11 years of age is situated in the village of Waunlwyd in the county borough of Blaenau Gwent. The school serves the residential area of Waunlwyd and the surrounding area. The school describes about three quarters of the area it serves as neither prosperous nor economically disadvantaged with around a quarter economically disadvantaged; 17 per cent of pupils are entitled to free meals which is just below the all-Wales average of 19 per cent. Around 13 per cent of pupils have special educational needs (SEN), including one with a statement of SEN. Almost all pupils' home language is English and pupils enter school at reception age as there is no nursery provision.

The school's priorities and targets

The school has a vision statement: To provide a safe, caring environment where children can achieve their full potential and become confident, valued members of the community.

The schools aims to:

- develop the school as a caring community in which children and adults are treated with respect;
- give instruction in the basic skills namely reading, numeracy, oracy and literacy by the most appropriate methods available to us;
- encourage the development of each individual child, so that he/she will learn to take his/her place in society;
- give the children experience in the aesthetic activities such as art, craft and music;
- develop the children's imagination and their ability to express ideas through different creative media;
- assist in his/her physical, moral and spiritual growth;
- develop self-awareness and sensitivity to others and to promote self-discipline and acceptable behaviour;
- foster and encourage individual interests and talents among children and teachers;
- accomplish these in an atmosphere, which is relaxed but purposeful, and to facilitate the achievement of these aims by forming the best possible relationships between teachers, children, parents and others involved.

The school's major priorities and targets for 2004-2005 are to:

- raise standards of Key Stage (KS) 1 in the core subjects to that of schools with similar percentages of free school meals nationally;
- develop better communication between school and home in relation to ongoing pupil progress and improve parents' understanding of their child's education at school;
- continue to develop school self-evaluation practice and procedures and the role of the staff in evaluating standards and practice to improve the performance of the school;
- continue to improve the quality of planning and teaching of key skills across the curriculum;
- continue to develop the role of the school and class councils in determining the views of pupils on the daily life of the school.

Main Findings

Waunlwyd Primary is a good community school with some outstanding features. Standards have improved steadily since the previous inspection and the inspection team agreed with all of the judgements made by the school in the self-evaluation report.

Table of grades awarded

The inspection team judged the school's work as follows:-

Key question	Inspection grade
1 How well do learners achieve?	2
2 How effective are teaching, training and assessment?	2
3 How well do the learning experiences meet the needs and interests of learners and the wider community?	2
4 How well are learners cared for, guided and supported?	2
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?	2

Standards

Overall, pupils' standards of achievement in the areas of learning and subjects inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
15%	46%	39%	0%	0%

- Pupils' standards of achievement in lessons are well above the Welsh Assembly Government's all-Wales' targets for 95 per cent of standards to be satisfactory and 50 per cent to be good.
- The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the Desirable Outcomes for Children's Learning.

Subjects

- In KS1 and KS2, in the subjects inspected, the standards of achievement are as follows:

Subject	KS1 2004	KS2 2004
English	2	1
Mathematics	2	1
Welsh second language	2	2
Information technology	2	2
Geography	2	2
Music	2	2

- Pupils in both key stages achieve grade 2 standards and progress in their key skills of speaking, listening, reading, writing and numeracy across the curriculum; they achieve grade 3 in information and communications technology (ICT). The majority of pupils listen carefully and speak confidently in a range of contexts. They read competently and appreciate the value of reading as a source of information and pleasure; they write for a wide range of purposes and develop into confident writers by Year (Y) 5 and Y6. Pupils achieve grade 2 standards in numeracy which they apply appropriately across subjects, for example to measure temperature in science and write co-ordinates in geography. Standards are grade 3 in ICT which develops well by the end of KS2, but opportunities are missed for pupils in both key stages to use this key skill more effectively to improve their learning across the curriculum.
- During the past three years, pupils' achievement in the end of KS1 and KS2 assessments corresponds closely with targets set by the school. At the end of KS1 in 2004, standards in English, mathematics and science were below national averages for 2003. In KS2, they were well above the national averages.

- Pupils are interested and enthusiastic about their work. The majority of pupils make grade 2 progress towards fulfilling their potential and moving on to the next stage of their learning. The majority are keen to learn and begin to acquire the skills necessary to maintain lifelong learning. They work well individually and together on tasks given, but their understanding of the purpose of assessment and ability to plan and organise their own work and progress are at an early stage of development.
- The development of pupils' personal and social skills is very good. At the start of the school day, they settle down to the task in hand, demonstrate good behaviour and understand what is expected of them. The majority of pupils are considerate and courteous to teaching staff, each other and visitors.

The quality of education and training

Quality of teaching	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	31%	38%	28%	3%	0%

- Teachers challenge pupils and link previous learning to what pupils need to know next. Lessons are well planned with clear learning objectives shared with the pupils. In the best examples, there are clear introductions, challenging activities for pupils and opportunities for pupils to discuss and share their learning. This helps pupils' understanding of what they have learnt.
- Teachers have good subject knowledge and use an appropriate range of teaching strategies and resources, which helps to maintain pupils' interest, and ensure that there is equal opportunity for all. Marking of pupils' work is supportive of their learning and in the best examples includes valuable comments to explain how it can be improved, but this is variable.
- A comprehensive, whole-school system of assessment tracks pupils' progress effectively over time. Careful analysis and evaluation identify how teaching and learning can be improved to promote achievement and high standards. Pupils' work is assessed accurately by teachers, using school subject portfolios. Annual reports to parents on their child's progress comply with statutory requirements.
- Pupils' spiritual values develop well in collective worship and lessons; pupils have good opportunities to reflect on their own and other peoples' lives. Pupils' moral development is very good and they have a strong sense of right and wrong. There is a strong community spirit in the school where pupils' social development flourishes and relationships among pupils and staff are exemplary.
- The school provides equal access to a broad and well balanced curriculum and complies with legal requirements. Proper attention is given to plan work according to pupils' needs, including pupils with SEN.

- All pupils are encouraged to participate in a wide range of extra-curricular activities such as netball, athletics, football, cricket, computer club, choir and a drama club.
- Links with parents, the community and schools are effective. The school encourages and values parental support and meets statutory requirements in relation to the information provided for them. Good partnership arrangements exist with a number of businesses and world or work organisations. Pupils are able to broaden their knowledge and understanding of industry in curriculum areas such as technology, and geography.
- Attendance procedures are grade 2 with parents and pupils well aware of the school's attendance procedures, but rates compared with national data are grade 3. Whilst there are no targets set on attendance, clear guidance is provided for staff, pupils, parents and carers on the procedures to follow in the event of unexpected absence. Pupils are punctual at the start of the school day and individual lessons.
- Learners are well cared for, guided and supported. Support programmes are carefully integrated into the school's work so that they meet the needs of learners and ensure equality of opportunity. There is a good range of policies and guidelines to ensure the general safety and well being of pupils.
- The provision for pupils with SEN is grade 1 with some outstanding features, such as, the help and support provided by the governor who oversees SEN. Systems are in place for the early identification of special needs and early intervention where needed. Pupils with SEN make very good progress in developing their skills and succeed in achieving standards which correspond well with their age and ability.

Leadership and management

- The headteacher is very effective as a leader and manager. He is ably supported by the senior management team (SMT) and provides clear and purposeful direction to maintain and improve overall standards. A particular strength is the way the headteacher, SMT and subject leaders work very well together to understand and play a full part in implementing strategies and monitoring standards.
- The governing body is knowledgeable and well informed with a significant number of governors actively involved in the day-to-day life of the school by helping in classes. They provide effective support and guidance in respect of the strategic direction of the school and ensure finite resources are used prudently to meet school priorities; their formal role in self-evaluation continues to develop.
- The school self-evaluation process is thorough and involves all leaders and managers appropriately.
- The governing body and headteacher provide adequate resources to ensure objectives are met.

- Actions taken by the school leaders and managers as a result of self-evaluation add value to the provision to maintain and improve overall standards in pupils' achievement. The school has made good progress in all key issues since the last inspection.
- The overall provision of staffing and resources is good; throughout the school, pupils are well supported by qualified and experienced staff.
- There are shortcomings in the accommodation. Although much work has been done to improve the fabric of the building, dampness in walls continues to be a concern as does the lack of a convenient school field to support school activities, such as physical education and games. Despite shortcomings, the school makes good use of its buildings and uses staff and learning resources very well.
- Spending decisions are well matched to the school's priorities. The school plans and estimates its resource needs carefully. Overall, the school achieves good value for money.

<h3>Key issues for action</h3>

The school needs to:

1. maintain the high standards achieved by pupils in all subjects;
2. implement the initiatives identified in the current school development plan to continue improving standards in KS1;
3. establish appropriate arrangements to monitor the delivery of key skills across the curriculum;
4. continue to develop pupils' understanding of the purpose of assessment, including involving them in planning their own progress;
5. in co-operation with the LEA, continue to improve the quality of the accommodation in the long term.

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.

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