



*Rhagoriaeth i bawb – Excellence for all*

Arolygiaeth Ei Mawrhydi dros Addysg  
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate  
for Education and Training in Wales

**A report on**

**Glyncoed Primary School  
Glyncoed Road  
Pentwyn  
Cardiff  
CF23 7DW**

**Date of inspection: May 2013**

**by**

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



During each inspection, inspectors aim to answer three key questions:

**Key Question 1: How good are the outcomes?**

**Key Question 2: How good is provision?**

**Key Question 3: How good are leadership and management?**

Inspectors also provide an overall judgement on the school's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

<b>Judgement</b>	<b>What the judgement means</b>
<b>Excellent</b>	Many strengths, including significant examples of sector-leading practice
<b>Good</b>	Many strengths and no important areas requiring significant improvement
<b>Adequate</b>	Strengths outweigh areas for improvement
<b>Unsatisfactory</b>	Important areas for improvement outweigh strengths

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

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## Context

Glyncoed Primary School is located on a large housing development in Pentwyn, on the outskirts of Cardiff. The area it serves is neither prosperous nor economically disadvantaged. The school was established in September 2011 following the amalgamation of Glyncoed Infant School and Glyncoed Junior School.

There are currently 420 pupils on roll, including 61 part-time pupils in the nursery. Currently, about a quarter of the pupils come from minority ethnic backgrounds. Around 23% of the whole school population pupils speak English as an additional language. There are 22 different languages spoken in the homes of these pupils. No pupil speaks Welsh as a first language. A very few pupils are 'looked after' by the local authority.

Approximately 23% of pupils are entitled to free school meals, which is slightly above the national averages. Twenty-one per cent of pupils have additional learning needs, which is near to the national average. A very few pupils have a statement of special educational needs.

The headteacher and deputy headteacher have been in post since September 2011.

The individual school budget per pupil for Glyncoed Primary School in 2012-2013 is £3,445 per pupil. The maximum per pupil in the primary schools in Cardiff is £12,307 and the minimum is £2,873. Glyncoed Primary School is 59th out of the 99 primary schools in Cardiff in terms of its school budget per pupil.

## Summary

<b>The school's current performance</b>	<b>Good</b>
<b>The school's prospects for improvement</b>	<b>Good</b>

### Current performance

Current performance is good because:

- most pupils make good progress during their time at school;
- pupils' wellbeing is a strength of the school, and behaviour is good;
- most pupils with additional learning needs make good progress on intervention programmes;
- the school provides interesting learning experiences;
- there is a caring ethos that ensures that almost all pupils enjoy learning and feel safe; and
- teaching ensures that pupils engage well in their learning and makes effective use of classroom assistants to support pupils.

### Prospects for improvement

Prospects for improvement are good because:

- the headteacher leads the school well and provides a clear strategic direction;
- the senior leadership team have a firm commitment to continually improve standards;
- the governing body oversee the life and work of the school very effectively;
- self-evaluation focuses effectively on the standards that pupils achieve;
- the findings of self-evaluation feed effectively into the school improvement plan;
- the school has strong links with a wide range of partners that extend the provision and benefit pupils' education, wellbeing and development; and
- the school provides good value for money.

## **Recommendations**

- R1 Raise standards in writing across the curriculum in key stage 2
- R2 Improve the presentation and handwriting of most pupils in key stage 2
- R3 Improve the provision for the Welsh language and for the Welsh dimension across the curriculum
- R4 Ensure that teachers in key stage 2 consistently challenge more able pupils
- R5 Ensure that learning objectives are explicit enough to enable all pupils to know what they need to do to improve their skills

### **What happens next?**

The school will draw up an action plan that shows how it is going to address the recommendations.

## Main findings

### Key Question 1: How good are outcomes?

Good

#### Standards: Good

Most pupils make good progress during their time at school.

In the Foundation Phase, most pupils settle quickly into class routines and make good progress. They are confident in choosing activities and developing independence. Throughout the phase, pupils listen, speak and co-operate well. By the end of the Foundation Phase, the majority develop and explain their ideas appropriately using a growing vocabulary. They are beginning to express simple opinions.

The majority of pupils in the Foundation Phase begin to develop good strategies for reading and, from very early on, recognise familiar words in simple texts. They soon use their knowledge of letters and sound-symbol relationship to read simple words and to establish meaning when reading aloud. The majority of pupils develop good writing skills and use appropriate and interesting vocabulary in a variety of contexts across the curriculum.

In key stage 2, most pupils listen carefully to staff and other pupils and contribute well to class discussions. Most pupils throughout the key stage enjoy reading and read competently for their age and stage of development. In the recently introduced structured reading sessions, many pupils make good progress in further developing their reading skills. The majority of pupils' writing skills develop well. However, poor handwriting skills and presentation of work often detract from the quality of what pupils are recording. Few pupils write well and at length in subjects across the curriculum.

In the Foundation Phase, pupils speak Welsh regularly as part of their daily routines. They use a range of phrases successfully and respond well to questions. The majority of pupils in key stage 2 achieve appropriately in Welsh lessons. Generally, however, pupils do not consistently use Welsh competently in other contexts and their ability to use Welsh outside the classroom is limited.

Most pupils' thinking, numeracy and information and communication technology skills are developing appropriately across the school.

Most pupils with additional learning needs make good progress on literacy intervention programmes.

In the Foundation Phase in 2012, pupils' achievements at the expected outcome were above average when compared with those of other schools in the same family. In comparison with schools with similar proportions of pupils entitled to free school meals, performance placed the school in the upper 50%. Pupils' achievements at outcome 6 placed the school in the upper 50% for mathematical development but in

the lower 50% for language, literacy and communication and personal and social, wellbeing and cultural diversity.

In key stage 2, the percentage of pupils who attained the expected level 4 or better in 2012 compares well with the average for other schools in the same family. In comparison to schools with similar proportions of pupils entitled to free school meals, performance placed the school in the upper 25% for mathematics and upper 50% for English and science. The proportion gaining the higher level (level 5) for English, mathematics and science is above the family and national average. The results placed the school in the upper 50% for English and science, but in the lower 50% for mathematics.

There is no significant difference in the performance of boys and girls in the Foundation Phase. In key stage 2, girls generally outperform the boys at the expected level and their performance is significantly higher at the higher level in English. However, the reverse is true at the higher level in mathematics and science. Generally, boys outperform the girls but the difference is less significant.

### **Wellbeing: Good**

Pupils' wellbeing is a strength of the school. Most pupils have positive attitudes to keeping safe, fit and healthy. Pupils' opinions are valued and are listened to. Nearly all pupils feel safe and happy in school and understand where to go for support and guidance.

Most pupils behave well. They are polite, courteous and respectful at all times. They work constructively with others, respecting their views. In lessons, they begin work quickly and remain on task for long periods. Most pupils work well on their own or in groups on a variety of activities. Their ability to improve their own learning is developing appropriately.

Most pupils enjoy school and arrive at school on time. Attendance has risen over the last few years. It is above the average for similar schools and compares favourably with the national average. However, the school has remained in the lower 50% when compared with similar schools.

Very active pupil groups which complement the school and eco councils represent the pupil voice effectively. These groups have a significant impact on the development of the school environment and wellbeing of all pupils. For example, the school's nutrition action group has changed the dining arrangements by impacting on time management in the dining hall.

Most pupils' awareness of the local community is developing well and they take an active part in community affairs. They participate in a wide range of local activities, such as working closely on a gardening project with the elderly.

The school council meet regularly to discuss issues, make decisions and report the outcomes to the other pupils. Recently formed sub committees have a significant impact on improvements in the school. For example, they have played a leading role

in improving the provision for Welsh as a second language for all pupils at lunchtimes.

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

The school provides interesting learning experiences that meet all curriculum requirements.

Teachers' planning is consistently good throughout the school. The school's comprehensive schemes of work ensure that most pupils build well on existing skills, knowledge and understanding to make learning purposeful and relevant. Planning for the development of pupils' literacy, numeracy and information and communication technology skills is appropriate.

The curriculum meets the needs of many specific groups of pupils well. Many pupils benefit from taking part in valuable withdrawal groups for learning support programmes, which play a significant part in raising standards. However, expectations and levels of challenge for the more able pupils are inconsistent across the school, especially in key stage 2.

A range of extra-curricular and a wide variety of after-school activities enrich most pupils' experiences and develop their wider skills effectively.

The school promotes and celebrates a sense of Welsh identity appropriately through regular Welsh lessons and an annual eisteddfod. However, opportunities for pupils to practise using their skills in Welsh in a range of contexts within classrooms are variable.

There is effective provision for pupils to learn about sustainability and develop an understanding of the role they play in the school and local community, and in the wider world. The eco committee plays a valuable role in promoting global citizenship, for example by organising the Fair trade fortnight. This raises the awareness of all pupils of the challenges of farmers in the developing world.

**Teaching: Good**

Many teachers use an effective range of teaching and learning approaches. Where lessons are good, teachers have good subject knowledge, use open questions well and provide interesting activities to engage most pupils. Staff and pupils have a good relationship, which promotes an effective learning environment. Behaviour is managed well. Classroom assistants support effectively and make an important contribution to the learning of individual and groups of pupils.

In the minority of lessons where teaching is less effective, lesson objectives are not explicit enough for pupils' needs. There is a lack of pace and there is too much teacher direction. In these instances teachers' planning does not take enough account of the needs of the more able pupils.

Assessment for learning strategies are developing appropriately throughout the school. Many older pupils in the Foundation Phase and most in key stage 2 are confident in using specific strategies to assess their own work and help to set their individual targets. The school has comprehensive and thorough systems for tracking and recording pupils' progress. Effective use is made of assessment data to set targets for improvement.

Most teachers apply the school's marking system consistently. Their comments are positive and supportive, but do not always show clearly the next steps in learning.

Reports to parents are comprehensive, and indicate what the pupil needs to do in order to improve his or her standard of work.

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

The school is a happy community with an inclusive ethos. Staff work successfully in a team and are committed to creating a calm environment, which permeates each aspect of pupils' experience. The provision for pupils' health, care and wellbeing is comprehensive. The school effectively develops the spiritual, moral, social and cultural development of its pupils through well-planned lessons, extra-curricular activities, visitors and collective worship.

The school works well with a range of external agencies to access additional help for vulnerable pupils and those with additional learning needs. Nurture groups are effective in promoting pupil wellbeing and developing self-esteem. The school has effective arrangements in place to monitor attendance levels and to promote positive behaviour.

Provision for pupils with additional learning needs is a strength of the school. The school provides extensive well-planned and targeted support for these pupils. Pupil progress, self-esteem and confidence are monitored regularly. A range of specialist services support pupils, in particular those for whom English is an additional language. This work has had a positive impact on the standards achieved by these pupils.

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

### **Learning environment: Good**

The school succeeds in operating as an inclusive community where everyone receives respect. There is a strong emphasis on recognising and celebrating diversity through a variety of curriculum initiatives and displays around the school. All pupils have equal access to the curriculum and participate fully in the life of the school. An appropriate range of policies and procedures are in place to promote equality and accessibility.

The school has developed its accommodation and outside areas successfully and they provide interesting and stimulating learning environments. However, a few classrooms for the older pupils are small and space is limited.

There are many resources of good quality in all areas to promote pupils' learning, and teachers and pupils use them well. The recently improved information and communication technology provision is beginning to have a positive impact on standards across the curriculum. Displays throughout the school are attractive; they promote and celebrate pupils' learning effectively. The school site and buildings are clean and well maintained.

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

The headteacher leads the school well and provides a clear strategic direction. The senior leadership team have a firm commitment to continually improve standards. All members of the school community promote a very clear vision for this recently amalgamated school.

Senior leadership has established a very efficient staffing structure, and all members of staff have clearly defined roles and responsibilities. All staff are firmly committed to raising standards and provide pupils with the best opportunities for learning. Team work is a strong feature of the school. Performance management arrangements are rigorous and contribute well to improving pupil outcomes, and closely link to the school's own priorities.

The governing body oversees the life and work of the school very effectively. Governors know the school well through regular visits and links with teachers and classes. They know about the achievements of pupils and have a good understanding of the school's strengths and areas for development. They are generally aware of how pupils' achievements compare with those of pupils in other similar schools. The governing body fulfils its statutory obligations diligently and is a highly effective critical friend, both in supporting the school and in setting challenging targets for improvement.

The school has responded very positively to national priorities such as the School Effectiveness Framework, the implementation of the Foundation Phase and the drive towards improving literacy and numeracy.

### **Improving quality: Good**

The school has established effective procedures for self-evaluation. It uses a good range of first hand evidence and draws on the views of staff, governors, pupils and parents. This is a strong feature. The many pupil action groups have been instrumental in bringing about a number of improvements. For example, the recent creation of the 'reading lair' has already impacted on the standards of reading.

Leaders and managers analyse a range of performance data very well and identify areas where the school can improve. There is a comprehensive programme by which leaders and managers monitor the quality of teaching and the standard of pupils' work. Inspection findings agree with most of the school's evaluations.

The school self-evaluation report identifies several priorities for improvement accurately. The school's targets and actions focus well on improving pupil outcomes and are monitored and evaluated regularly.

There is a wide range of professional learning communities, both within the school and with other schools across South Wales. The benefits of this collaboration are evident in the quality of provision in the Foundation Phase and in improved standards in literacy and numeracy.

### **Partnership working: Good**

The school has strong links with a wide range of partners, which extend the provision and benefit pupils' education, wellbeing and development.

There are very effective relations with parents, who value the way the school listens to their views. Many parents and pupils benefit from the programme of family learning classes that build on literacy and numeracy skills, and also give them opportunities to learn, for example, pottery and healthy cooking. There is an active parents' association that raises useful funds to purchase additional resources such as outdoor learning equipment.

The school has strong links with churches and charities within the local community.

There are effective arrangements for pupils transferring to the local comprehensive school and links with neighbouring primary schools are good. The schools work jointly in standardising the assessment of pupils' work at the end of the Foundation Phase and key stage 2, ensuring that teachers' assessments are accurate.

### **Resource management: Good**

The school manages its resources well. The headteacher and the finance committee of the governing body monitor the school's budget very effectively. Spending decisions relate well to priorities for improvement.

Teaching and support staff are deployed effectively to meet the needs of all pupils. All members of staff have the necessary knowledge and experience to deliver the curriculum successfully. All employees have appropriate job descriptions and fully understand their roles and responsibilities.

Performance management procedures meet statutory requirements. All teachers and support staff are included and have relevant targets closely linked to the school improvement plan. The effective training and deployment of support staff to carry out numerous intervention programmes impact very positively on raising standards. Arrangements for teachers' planning, preparation and assessment time are organised successfully.

The school uses its spacious accommodation and good-quality resources well.

In view of the good outcomes it achieves, the school provides good value for money.

## Appendix 1

### Commentary on performance data

In 2012, pupil performance at the expected outcome 5 in the Foundation Phase, in language, literacy and communication skills, mathematical development, personal and social development, wellbeing and cultural diversity placed the school in the upper 50% of schools with similar entitlement levels to free school meals. The school's performance for the Foundation Phase indicator is above the average for schools in the family and above the national average. Pupils' outcomes in language, literacy and communication skills, mathematical development, personal and social development, wellbeing and cultural diversity are above the average for the family of schools and national averages.

In key stage 2, the percentage of pupils achieving the expected outcome in English, mathematics and science combined is above the family of schools' average and the national average. This has been the trend for three out of the last four years. In 2012, pupil performance at the expected level in English and in mathematics follows the same trend. Pupil performance in science, however, has been above the family of schools and the national averages for the last four years. In comparison to schools with similar entitlement levels to free school meals, the school performs in the upper 50% for all core subjects in combination. Outcomes in mathematics in 2012 placed the school in the upper 25% of similar schools. Pupil outcomes in English and science at the end of 2012 placed the school in the upper 50% of similar schools.

In the Foundation Phase, the proportion of pupils attaining higher outcomes in mathematical development placed the school above the family and national averages and among the higher 50% of similar schools. However, language, literacy and communication skills at the higher outcomes, as well as personal and social development, wellbeing and cultural diversity, were below the family and national averages and placed the school in the lower 50% of similar schools in terms of entitlement to free school meals.

In key stage 2, the percentage of pupils achieving the higher level (level 5) is above the family average and national average for English, mathematics and science. This has been the trend for the last four years and the school has remained in the higher 50% of schools with similar levels of entitlement to free school meals for English and science but in the lower 50% for mathematics.

Girls tend to outperform boys at the expected level in key stage 2. At the higher than expected level the trend in performance between boys and girls fluctuates. Girls' achievements in the last two out of the four years have been significantly higher than those of boys in English. The reverse is happening in mathematics and science, although the gap in these subjects is less significant.

Pupils entitled to free school meals currently attain as well as other pupils. The gap in performance between these two groups has narrowed during recent years. Most pupils with English as an additional language achieve well.

## Appendix 2

### Stakeholder satisfaction report

#### Responses to learner questionnaires

Questionnaires were completed by 100 pupils in key stage 2. The responses for nearly all of the questions are more favourable than the national picture for primary schools.

All pupils:

- feel safe in school;
- agree that teachers and other adults in the school help them to learn and make progress; and
- agree that they have enough books, equipment and computers to do their work.

Nearly all pupils:

- know whom to talk to if they are worried or upset;
- say that there are lots of opportunities at school for them to get regular exercise; and
- say that they know what to do and whom to ask if they find work hard.

Most pupils say that:

- the school teaches them how to keep healthy;
- they are doing well at school;
- the school deals with bullying well;
- homework helps them to understand and improve their work; and
- nearly all children behave well at playtime and lunch time.

#### Responses to parent questionnaires

There were 72 responses to the parent/carer questionnaire.

Nearly all parents agree that:

- teaching is good;
- their child was helped to settle in well when they started at the school;
- staff expect their children to work hard and to do their best; and
- their child is encouraged to be healthy and take regular exercise.

Most parents agree that:

- they are overall satisfied with the school;
- their child likes school;
- their child makes good progress;

- the homework that is given builds well on what their child learns in school;
- their child is safe at school;
- their child receives appropriate additional support in relation to any particular individual needs; and
- the school helps their child to become more mature and take on responsibility.

Many parents agree that:

- pupils are well behaved;
- staff treat all children fairly and with respect;
- they are kept well informed about their child's progress;
- their child is expected to work hard and to do his or her best;
- they feel comfortable about approaching the school with questions, suggestions or problems;
- they understand the school's procedures for dealing with complaints;
- there is a good range of activities including trips or visits;
- the school is well run; and
- their child is well prepared for moving on to the next school.

Overall, many responses compare favourably with the national picture for primary schools. However, the parents' views of pupils' behaviour are significantly lower. Responses to the questions about the good range of activities and trips, that staff treat all children fairly and with respect, feeling comfortable about approaching the school, their understanding of the complaints procedures and that the school is well run are also less favourable than the national picture.

## Appendix 3

### The inspection team

Eleri Hurley	Reporting Inspector
Christopher Dolby	Team Inspector
Stuart Telling	Team Inspector
Elizabeth Halls	Lay Inspector
Nia Daly	Peer Inspector
Liz Beevers	School Nominee

## Copies of the report

Copies of this report are available from the school and from the Estyn website ([www.estyn.gov.uk](http://www.estyn.gov.uk))

### Year groups, the Foundation Phase and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and local authorities.

The following table sets out the age ranges relevant to each year group. For example, Year 1 refers to the group of pupils who reach the age of six and Year 13 is the year group who reach the age of 18 during the academic year.

Primary phase:

Year	N	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	3-4	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The Foundation Phase and key stages cover the following year groups:

Foundation Phase	Nursery, Reception, Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

## **Glossary of terms – Primary**

### **Foundation Phase indicator (FPI)**

Progress in learning through the Foundation Phase is indicated by outcomes (from outcome 1 to outcome 6).

The Foundation Phase indicator (FPI) relates to the expected performance in three areas of learning in the Foundation Phase:

- literacy, language and communication in English or Welsh first language;
- mathematical development; and
- personal and social development, wellbeing and cultural diversity.

By the end of the Foundation Phase, at the age of seven, pupils are expected to reach outcome 5 and the more able to reach outcome 6.

Pupils must achieve the expected outcome (outcome 5) in the three areas above to gain the Foundation Phase indicator.

### **The core subject indicator (CSI)**

Progress in learning through key stage 2 is indicated by levels (level 1 to level 5).

The core subject indicator in key stage 2 relates to the expected performance in the core subjects of the National Curriculum:

- English or Welsh first language;
- mathematics; and
- science

By the end of the key stage 2, at the age of 11, pupils are expected to reach level 4 and more able pupils to reach level 5.

Pupils must gain at least the expected level (level 4) in the three core subjects to gain the core subject indicator.

### **All-Wales Core Data sets**

Inspection reports may refer to a school's performance relative to a family of schools or to schools with a broadly similar proportion of pupils entitled to free school meals.

In relation to free school meals, schools are placed into one of five bands according to the three-year trend in the proportion of pupils entitled to free school meals in the school. The school's performance is then placed into quartiles (from the top 25% to the bottom 25%) in relation to how well it is doing compared with other schools in the same free school meal band.

The Welsh Government created the families of schools (typically a group of 11 schools) to enable schools to compare their performance with that of similar schools across Wales. The composition of the families draws on a number of factors. These include the proportion of pupils entitled to free school meals and the proportion living in the 20% most deprived areas of Wales. They also draw on the proportion of pupils with special education needs at school action plus or with a statement of special educational needs, and pupils with English as an additional language.