



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

**Glyncorrwg Primary School
Bridge Street, Glyncorrwg
Port Talbot
SA13 3BB**

Date of inspection: January 2013

by

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



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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

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

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

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Context

Glyncorwg Primary School is in the village of Glyncorwg, which is at the top of the Afan valley, 12 miles north of Port Talbot. It is maintained by Neath Port Talbot local authority.

The school provides education for boys and girls from the age of three to eleven years. The number of pupils on roll is 96, including 15 pupils in the nursery. The school admits pupils into nursery the term after their third birthday. There are four mixed age classes, including the nursery.

The area the school serves is economically disadvantaged and is a Communities First Area and a designated Flying Start area. The school has 31% of pupils entitled to free school meals. The school identifies 38% of pupils as having additional learning needs, no pupils have a statement of special educational needs. The home language of all the pupils is English. No pupils are from minority ethnic backgrounds.

The school was last inspected in March 2007. The present headteacher has been in an acting role since September 2012. From September 2013, Glyncorwg Primary will be part of the Upper Afan Valley Federation of schools. The acting headteacher will revert back to her role as deputy headteacher and full-time teacher at that time.

The individual school budget per pupil for Glyncorwg Primary School in 2012-2013 is £3,869 per pupil. The maximum per pupil in the primary schools in Neath Port Talbot is £7,410 and the minimum is £2,806. Glyncorwg Primary School is 20th out of the 68 primary schools in Neath Port Talbot in terms of its school budget per pupil.

Summary

The school's current performance	Good
The school's prospects for improvement	Good

Current performance

The current performance of the school is good because:

- the learning environment is inclusive and caring; and the progress of nearly all pupils is good
- intervention strategies are having a positive impact on raising pupils' standards in reading and spelling;
- pupils enjoy school and feel their voice is listened to;
- relationships between pupils and staff are very good; and
- the acting headteacher provides very effective leadership and has a clear vision for the school.

Prospects for improvement

The prospects for improvement in the school are good because:

- leaders and managers have motivated staff so that they all demonstrate an enthusiastic commitment to the process of school improvement;
- data is used very effectively to target pupils in need of additional support;
- the school has developed a range of strong partnerships, which impact positively on the standards pupils achieve and their levels of wellbeing;
- there is strong teamwork and
- participation in professional learning communities has a positive impact on standards.

Recommendations

R1 Raise standards in reading and writing in Welsh, especially in key stage 2

R2 Develop individual target setting further to ensure that pupils have a clear understanding of how to improve their work

R3 Further develop pupils' understanding of global citizenship

R4 Ensure that appropriate work is planned and provided for more able pupils

What happens next?

The school will produce an action plan that shows how it will address the recommendations.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Many pupils start from a below average baseline but most make good progress relative to their ability during their time in school.

Speaking and listening skills across the school are good. Nearly all pupils are very attentive and respond confidently to ideas and matters of interest. Most can accurately recall their prior learning and respond enthusiastically to teachers' questioning. Pupils' information and communication technology (ICT) skills are good. They can process and present information in exciting ways. Pupils use tablet computers well to support the development of their oracy and literacy skills and this is helping to raise standards. Pupils' numeracy skills are developing well across a range of subjects and pupils use their skills effectively to solve practical everyday problems.

Most pupils are developing into confident writers. They write coherently for a range of audiences and purposes. However, pupils' handwriting and presentation skills and the quality of their extended writing vary too much across classes.

Throughout the school almost all pupils work together well in teams or groups. The youngest pupils show very good co-operation in role play and when solving simple money problems. Older pupils work together effectively on solving mathematical problems and they present data well.

The Welsh language skills of the majority of pupils are developing well. However, older pupils do not read confidently or with expression. Nearly all pupils hold simple conversations in Welsh and answer straightforward questions appropriately. However, writing skills in Welsh are less well developed. Pupils' awareness of Welsh culture and heritage is good.

All pupils with additional and special educational needs achieve well in relation to their prior attainment and personal targets. However, many more able pupils across the school do not always achieve their full potential.

In 2012, results for pupils at the end of Foundation Phase were above family averages for language, literacy and communication skills, mathematical development and personal and social development. When compared to schools with a similar proportion of pupils entitled to free school meals, these areas of learning were in the top 25% of results. The performance of more able pupils was also above family averages in language, literacy and communication skills, mathematical development and personal and social development.

In key stage 2, performance in English has fluctuated over the last four years. Performance in mathematics has steadily improved and in science has generally been the same over the last four years. There is no data report on key stage 2 pupils for 2012. This is because the number of pupils assessed was too few to report without identifying individual pupils.

Wellbeing: Good

All pupils feel safe in school and know where to go if they need to talk to someone or if they are upset. Pupils are very polite, respectful and helpful to each other and to visitors. All pupils behave well and have a positive attitude to both their work and to the school.

Nearly all pupils have a good awareness about how to stay healthy and the importance of regular exercise. Many pupils stay after school for a range of extra-curricular sports clubs. The younger pupils also participate well in daily Wake Up and Shake Up sessions which exercises their bodies and helps to focus their minds on learning.

The school council and eco council play an active part in decision making and have made a valued contribution to improving the school grounds through their designs for signage and playground markings.

Attendance, at 94%, is above that of similar schools and has steadily increased over the last few years. Nearly all pupils arrive punctually and clear systems are in place to address lateness and to celebrate and reward full attendance by individual pupils.

Key Question 2: How good is provision?	Good
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Learning experiences: Good

The planning of learning experiences uses a mixture of local authority and published schemes to provide appropriate opportunities for pupils. The learning is stimulating and there is careful planning to make sure that pupils build well on their previous learning and make good progress. Whole school planning is developing well and is beginning to have a positive impact on pupil's standards.

The provision for pupils with additional learning needs is a strong feature of the school. In many classes, more able pupils receive appropriate challenges in their work, but in a few they are not sufficiently challenged to achieve as much as they could.

The very good range of individually planned work and intervention strategies are having a positive impact on pupils' achievement and self-esteem. Planning for the application of literacy and ICT skills across the curriculum is progressing well. The planning for numeracy skills is less well developed.

Provision for the promotion of Welsh heritage and culture is delivered very effectively.

There are wide-ranging opportunities for pupils to learn about sustainable development. The active and enthusiastic eco-committee has worked on developing the local pond area to support the pupils understanding of looking after their environment.

Teaching: Good

Teachers and other adults have good subject knowledge and use a range of teaching methods effectively. Teachers use a suitable variety of questioning techniques to check pupils' understanding of learning objectives. Teachers set interesting tasks that engage most pupils. Relationships between teachers and pupils are very good. All staff provide good levels of support to ensure that all pupils stay focused on their work.

Where there is good practice teachers use resources imaginatively, including ICT, to enhance learning, for example the use of tablet computers to support the development of pupils' communication skills. In a minority of lessons, where teaching has shortcomings, teachers' expectations of more able pupils are too low and they do not adapt the work enough for pupils of different abilities.

Assessment for learning strategies are developing well and most pupils in key stage 2 are reasonably confident in assessing their own work and helping to set targets for improvement. The school uses data well at the level of individuals, groups and in relation to areas of learning. Teachers use this information effectively to plan for additional support when required.

The school's system for reaching an agreed opinion on attainment levels at the end of key stages is very good. The arrangements for moderating teachers' assessments within the new federation of schools are very effective and a strength of the school. Reports to parents are informative and meet statutory requirements.

Care, support and guidance: Good

The school has very effective arrangements to support pupil's health and wellbeing. Pupils are valued and feel included in the decisions of the school. Relationships between staff and pupils are very good. Assemblies and charity work, such as Samaritan's Purse, promote appropriate values and provide good opportunities for pupils to reflect and to further develop their spiritual, moral, social and cultural development.

The school liaises very well with a range of specialist agencies, such as the police, health, speech and language and social services and this impacts positively on pupils' achievements. This pro-active and collaborative approach is strength of the school.

Throughout the school, pupils' individual education plans contain appropriate targets and are reviewed regularly, often with parental and pupil involvement. The provision of a mixture of in-class and small group withdrawal sessions is strength of the school. Pupils in need of this support are quickly and effectively identified and the imaginative use of resources and intervention programmes has a very positive effect on their work and self-confidence. As a result, pupils make the progress expected towards achieving the targets set.

Learning environment: Good

The school is very inclusive and all pupils receive equal access to all areas of the school's provision. An appropriate range of policies and procedures are in place to value diversity and to promote equality. All pupils are encouraged to participate fully in the life of the school. All staff give particular emphasis to building pupils' self-esteem, recognising achievement and raising their aspirations.

There is a good range of appropriate resources around the school, including ICT resources. The outdoor spaces, while limited, are well maintained and stimulating. Effective use is made of the school's internal space and the learning areas are bright and colourful. Pupils' work is highlighted through appropriate displays that celebrate pupils' achievements across a wide range of curriculum areas.

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

The acting headteacher has established a clear vision for the school that is shared by all staff. She has developed a school ethos where all staff and pupils feel valued. She receives good support from the senior management team. Subject leaders are effectively monitoring work but are also involved in classroom observations which are starting to have an impact on raising standards. Staff at all levels understands their responsibilities well and they undertake their roles effectively.

The Headteacher and governing body have provided a very good level of support to the staff at a time of uncertainty with the formulation of a federation structures. The governing body is fully aware of the school's improvement priorities and how the school's performance compares to similar schools. It is beginning to develop its role as a critical friend and to challenge the school more. All the governors are very supportive of the school and many are fully involved in the daily life of the school, attending assemblies or helping out at the school. The school benefits from good support from the local authority.

Performance management processes identify individual and whole school training and development needs clearly. This is helping to improve the quality of teaching and learning.

The school takes good account of national and local priorities such as raising standards in literacy and numeracy and using assessment for learning strategies effectively. These developments, while relatively new, are starting to raise standards.

Improving quality: Good

The school's self-evaluation processes are robust and involve staff, governors, parents and pupils. The school makes very effective use of first-hand evidence, including monitoring of pupils' books and formal lesson observations as part of the self-evaluation process. This has contributed towards a clear and evaluative self- evaluation report, which highlights appropriate strengths and areas for further development.

There is a clear link between the outcomes of self-evaluation and the school's development plan and priorities. Targets within the school development plan are appropriate. And focus well on raising standards, particularly in literacy and ICT. The school uses performance data well to identify areas of underperformance.

The school has established strong networks of professional practice with other schools in the locality, for example in relation to developing joint portfolios of levelled work and in observing each other teach. The transition project centred on building pupils' self-esteem and teamwork is also very effective and helping the federated schools to share expertise and resources for the benefit of all their pupils. This is a strength of the school and is having a positive impact on improving provision and pupil outcomes.

Partnership working: Good

The school works well with a wide range of partners to plan and manage provision, to pool funding and to share resources, for example the cluster of federated schools has developed a numeracy assessment tool. This has enabled all teachers involved to observe each other teach and to develop a pack of appropriate activities to support the development of a variety of numeracy skills. Extensive use is made of a range of community-based expertise and resources and these greatly enhance pupils' learning experiences.

There are close links with external agencies to support pupils and their families. The recently-formed Family and Friends Association works closely with the school to organise events and to raise funds for the benefit of the pupils.

Staff from the school contribute to training within the federation of schools. This ensures a consistent approach towards moderation of pupils' work and a greater consistency of approach with developing the features of good quality teaching. These arrangements contribute well towards joint quality assurance.

The school has developed a good relationship with a local pre-school playgroup, liaising with the staff regularly and inviting the children to various school-based events. This ensures good communication and familiarity between the staff and pupils prior to the children moving onwards to the school, thus ensuring a smooth transition.

The strong partnership with the local high school ensures that pupils are well prepared for their next stage in their education. An example of this is the use of a transition project prior to the older pupils move to high school. This involves a number of visits by pupils to the high school and visits from high school staff to the feeder primary schools. This enables them to work alongside pupils in class in order to gain a greater understanding of learning styles and individual pupil needs. This also provides good pastoral support and a shared understanding of pupils' standards at the end of key stage 2.

Resource management: Good

The school has a good range of experienced and well qualified teachers and support assistants who are deployed appropriately. Administrative and non-teaching staff provide good support. They contribute well to the smooth daily running of the school. Appropriate arrangements are made for teachers' planning, preparation and assessment time.

The school bases its expenditure decisions and financial planning on priorities outlined within the school development plan. The governing body monitors the school's budget and the effectiveness of resources regularly.

The acting headteacher has secured additional funding to develop the outdoor areas and to purchase ICT resources. These are having a positive impact on raising pupils' standards and contributing to a positive learning environment.

Overall, outcomes for pupils and the quality of the provision are good. As a result, the school gives good value for money.

Appendix 1

Commentary on performance data

Due to the small numbers of pupils at the end of both key stages, especially key stage 2, the results of pupil assessments need to be treated with care. One pupil's results can have a significant impact on the school's overall performance.

In 2012 at the end of Foundation Phase, when compared to schools with a similar proportion of pupils entitled to free school meals, results for pupils achieving outcome 5 (the expected outcome for seven year olds) placed the school in the top 25% for language, literacy and communication skills, mathematical development and personal and social development. Overall, the school performed well above local and Wales averages. When compared with other schools in the same family, performance was also above the average for language, literacy and communication and personal and social development.

In the Foundation Phase, the performance of more able pupils achieving the higher than expected outcome (outcome 6) in language, literacy and communication skills, mathematical development and personal and social development is above the family average and places the school in the top 25% of similar schools.

In the Foundation Phase, at outcome 5, boys and girls performed the same in language literacy and communication skills and mathematical development. However, more able boys perform better than girls in language, literacy and communication skills and in mathematical development. There was no significant difference in outcomes for pupils who are entitled to free school meals and those who are not.

Results at the end of key stage 2, in English, mathematics and science have shown considerable variation over the last four years but are generally above the family average. There is no data report on key stage 2 pupils for 2012. This is because the number of pupils assessed was too few to report on without identifying individual pupils.

Appendix 2

Stakeholder satisfaction report

Learner questionnaires

Forty-two pupils in key stage 2 completed the questionnaire.

All pupils:

- feel safe in school and believe that the school deals well with any bullying;
- know who to talk to if they are worried or upset;
- feel the school teaches them how to be healthy and gives the lots of opportunities for regular exercise;
- feel that teachers and other adults in the school help them to learn and make progress;
- know what to do and who to ask if they find their work hard; and
- feel they have enough equipment, books and computers to do their work.

Almost all pupils:

- feel they are doing well at school;
- feel that homework helps them to understand and improve their work in school; and
- feel that other pupils behave well and enable them to get on with their work.

Most pupils:

- feel that pupils behave well at playtime and lunchtime

Pupils' views are more positive overall than the views of pupils in other primary schools across Wales.

Parent questionnaires

There were 16 responses to the parent questionnaire.

All parents who responded are satisfied with the school and feel that:

- their child likes school and was helped to settle in quickly when they started school;
- their child is making good progress and that behaviour in the school is good;
- teaching is good and that staff expect their child to work hard and do their best;
- homework builds upon what their child learns in school;
- all staff treat children fairly and with respect;
- their child is encouraged to be healthy and take regular exercise;
- their child is safe and that the school encourages their child to take on responsibility;

- they are well informed about their child’s progress;
- they are comfortable about approaching the school about a problem or to make a suggestion;
- they understand the school’s procedures for making a complaint;;
- their child is well prepared to move onto the next school;
- there is a good range of activities and trips; and
- the school is well run.

These responses are more positive than the views of other parents or carers of pupils in primary schools across Wales.

Appendix 3

The inspection team

Susan Davies	Reporting Inspector
Glyn Griffiths	Team Inspector
Thomas Petherick	Lay Inspector
Jamie Tennant	Peer Inspector
Hayley Burrows	School Nominee

Copies of the report

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

Year groups, the Foundation Phase and key stages

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

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

Primary phase:

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

Secondary phase:

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

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

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

Glossary of terms – Primary

Foundation Phase indicator (FPI)

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

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

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

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

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

The core subject indicator (CSI)

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

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

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

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

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

All-Wales Core Data sets

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

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

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