

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

**Glenboi Primary School  
Abercwmboi Isaf Road  
CF45 3DW**

**School Number: 6742244**

**Date of Inspection: 28/11/05**

**by**

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79243**

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

**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 Glenboi Primary School took place between 28/11/05 and 30/11/05. An independent team of inspectors, led by Dr Jim Hewitt undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a **standard** inspection.

## Year groups and key stages

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

The term 'Reception' (R) refers to the year group of pupils in a primary school who reach the age of 5 during the academic year. Year 1 refers to the year group of pupils who reach the age of 6 during the academic year and so on. Year 13 is the year group of students who reach the age of 18 during the academic year.

Primary phase:

Year	R	Y 1	Y 2	Y 3	Y 4	Y 5	Y 6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

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

The National Curriculum covers four key stages as follows:

Key stage 1	Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

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## Context

### The nature of the provider

1. Glenboi Primary School caters for pupils aged between three and 11 years. It is situated next to Fernhill, a local authority housing estate on the outskirts of Abercwmboi near Mountain Ash. The area is socially and economically disadvantaged with high levels of unemployment.
2. The previous head teacher was appointed shortly after a major arson attack in 1998. Subsequent rebuilding included the opening of a new administrative wing in 2001.
3. The present head teacher was appointed to the school in September 2005. In his first term, he had to close the school for a short period following concerns about the possible spread of e-coli.
4. There are currently 97 full time boys and girls on roll. They are organised into four mixed-ability classes and a specialist unit for pupils with social, emotional and behavioural difficulties. The number on roll has been stable but showed an increase in 2005.
5. Teachers' initial assessments indicate a low level of ability on entry. English is the home language of all pupils. There are no pupils for whom English is an additional language and none come from ethnic minority backgrounds. The school identifies 56 per cent of pupils as having special educational needs (SEN), which is well above the national average. No pupils have a statement outlining their special educational needs. The National Curriculum is not modified or dis-applied for any pupil. Seventy eight per cent of the pupils receive free school meals, which is a very high proportion and well above both the local education authority [LEA] and national averages.
6. National and local indicators for the performance of similar schools do not provide precise comparative information for schools with such a high percentage of free school meals. It is inappropriate to judge Glenboi pupils' standards of achievement solely by comparison to national expectations of schools with lower levels of deprivation. Throughout this report, strong consideration has been given to the pupils' prior attainments, individual abilities and special educational needs. The standards they achieve have been judged accordingly.
7. The school was last inspected in October 1999.

## The school's priorities and targets

8. The school's aims and objectives are to:

- provide caring, friendly surroundings where pupils will be happy and secure;
- give all pupils access to a broad and balanced curriculum;
- create an ethos of high standards and expectations throughout the school;
- develop a stimulating environment where pupils can learn by satisfying their own natural curiosity and individual interests;
- enable **all** pupils to develop self esteem, self-discipline and moral values ensuring high standards of behaviour;
- provide pupils with a rich variety of first hand experiences through educational visits and through input from local artists, crafts people, drama and community groups;
- provide pupils with the information and communications technology skills to enable them to communicate effectively;
- develop pupils' awareness of Welsh culture and heritage;
- provide opportunities for pupils to engage in extra-curricular activities both cultural and sporting;
- secure a meaningful partnership between home, school and the wider community;
- provide training to develop staff skills and knowledge;
- provide high quality teaching and learning experiences to enable **all** children to achieve their highest standards.

9. The school's priorities for improvement outlined in the interim school development plan for 2005/6 are to:

- implement workforce remodelling successfully; including the role for leadership;
- continue evaluating the work of the school;
- implement school's post-inspection plan;
- raise standards of achievement particularly in information technology, Welsh, and music;
- prepare for 'Foundation Phase' proposals;
- develop whole school approach to planning for the development of key skills across the curriculum;
- improve quality of teacher assessment / pupil presentation;
- provide opportunity for professional rugby/soccer coaching;
- update/repair areas of the school that need refurbishment.

## Summary

10. Glenboi is a very special place, which lives up to its own motto: 'Smiling faces make a happy school'. All pupils, including the many from disadvantaged homes and those with demanding educational needs, feel secure and valued. All pupils enjoy the varied range of learning experiences provided for them by dedicated and committed staff who know them well. Leaders and managers ensure that pupils make good progress at Glenboi and are well prepared for the challenges of the next phase of their education and for life.

### Table of grades awarded

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?	2
6 How well do leaders and managers evaluate and improve quality and standards?	1
7 How efficient are leaders and managers in using resources?	1

### Subjects and/or Areas of Learning For Under-fives

Language, literacy and communication	3
Personal and social development	1
Mathematical development	2
Knowledge and understanding of the world	2
Creative development	2
Physical development	2

### Grades for standards in subjects inspected

Inspection Area	Key stage 1	Key stage 2
English	3	3
Mathematics	3	2
Information technology	2	2
Art	2	1
Music	3	3

11. During the time of the inspection, pupils' standards of achievement in the lessons observed were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	65%	35%	0%	0%

12. The school offers full time places both for reception and nursery children. Many children enter the school with a limited range of skills and experiences but, overall, the majority progress well from a low baseline. The overall quality of the provision for under fives is appropriate to their needs and the children make good progress towards the Desirable Outcomes. Children's listening skills develop well but their progress in speaking, reading and writing is slower. They make good progress in the key skills of numeracy and information and communications technology [ICT]. Their creative development is good and their personal and social development is very good.
13. Similarly, in key stage 1 and key stage 2, pupils make good progress in their use of mathematical and ICT skills across the curriculum and are developing their problem-solving skills well. Their use of art to illustrate other subjects is outstanding, particularly at key stage 2. In key stage 1 and key stage 2, opportunities are missed to develop the key communication skills of speaking, listening, reading and writing. Younger pupils find it difficult to listen for extended periods of time and, frequently, older pupils are content to provide single word responses to questions. Reading is improving as a result of specific input from specialist teachers and remedial support. There are shortcomings in the quality of writing in both key stages. Bilingual skills are also under developed. Pupils with additional learning needs make good progress relative to their abilities and pupils in both key stages achieve the targets set for them.
14. End of key stage assessment results in key stage 1 show an upward trend. In 2005, results in mathematics and science were above local and national averages for pupils gaining the expected level 2. Results in English were not as good however, even when compared with schools which have the highest levels of free school meals nationally. No pupils gained the higher level 3 in any subject.
15. In key stage 2, results have improved since 2004 but were still below both local and national averages in all three core subjects; English was particularly low. However, there was good improvement in the number of pupils gaining the higher level 5 in all core subjects. When compared to similar schools, Glenboi was below average in English but above average in mathematics and science.
16. Results in the core subject indicator (the requirement to achieve at least level 2 in key stage 1 and level 4 in key stage 2) were below local and national averages because of the weaker results in English.
17. In 2005 at key stage 1, girls outperformed the boys in science and mathematics; and boys outperformed the girls in English. In key stage 2, the

girls outperformed the boys in English and science and the boys outperformed the girls in mathematics. Boys' results in English at key stage 2 have been consistently low.

18. Overall good progress, however, is evident as pupils move through the school. From low levels of attainment on entry, by the end of key stage 2, pupils' performance is above average in mathematics and science but below average in English when compared with schools which have 33 per cent or more of its pupils receiving free school meals. Glenboi has 78 per cent. Pupils are acquiring new knowledge, understanding and skills in individual lessons and across all subjects in the national curriculum. The progress and development observed in art and in information technology was very good.
19. Overall, pupils demonstrate positive attitudes to learning and show interest and work hard. They work well together and are starting to develop independent learning skills. They know their own targets but, as yet, are unclear about how they can improve what they do. Pupils with SEN make good progress and achieve the targets set for them in their individual educational and behavioural programmes. Pupils throughout the school make very good progress in their personal and social skills. Through effective strategies such as circle time, they develop their self-esteem and confidence and are learning how to collaborate well. They are developing a strong moral sense through involvement with the school improvement committee, the ECO committee, and through participation in community projects. Pupils are developing a sense of the wider world through exciting links with European schools.
20. The average rate of attendance for the three terms prior to the inspection at 87.4 per cent is below the LEA and all Wales averages. Absences are caused mainly by illness but there is an increasing number of family holidays in term time. The school is taking effective measures to address this. Most pupils attend school regularly and are punctual.

### **The quality of education and training**

In the lessons observed, the quality of teaching was as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
19%	69%	12%	0%	0%

21. Teaching has improved significantly since the previous inspection.
22. The school has well-qualified, experienced full and part-time staff who demonstrate good knowledge and understanding of the subjects they teach. Collectively, team teaching is strong and classroom assistants are used to good effect when working with groups or supporting individual pupils.
23. In the most effective lessons, well-established classroom routines and high expectations create a positive atmosphere conducive to learning. Teachers have a very good understanding of their pupils and match work precisely to

their ability. They manage pupils well and have a good range of strategies to stimulate and motivate the more passive or slower learning pupils. Lessons are very well organised and delivered at a brisk pace providing both challenge and reinforcement. The introduction and good use of interactive whiteboards and the computer suite is having a significant impact on raising the quality of teaching and learning.

24. Teaching is consistently good in lessons which are carefully planned to be relevant to Glenboi pupils. In these lessons, teachers establish good working relationships with pupils and there is a positive atmosphere of mutual respect. Care is coupled with a firm, fair and consistent approach to discipline. There are clear expectations of achievement and behaviour.
25. Where teaching is less effective, the range and flexibility of strategies used does not maintain pupil interest and involvement; lessons lack appropriate pace, variety and stimulus to meet the needs and abilities of all pupils. Because pupils are not engaged, class control is uncertain. Despite identification in planning, opportunities are also missed across the school for developing pupils' key language skills notably for boys in key stage 2. Frequently, the activities and tasks provided in a lesson provide neither challenge or stimulation for more-able pupils.
26. The quality of assessment, recording and reporting is good; whole school procedures are systematic and efficient. The school uses assessment data to set targets in the core subjects. The results of National Curriculum assessments are analysed and general whole school targets are set for improvement. Teachers ensure parents have a good idea of their children's progress through regular contact, and through formal parents' evenings and regular reports.
27. Overall, the school caters efficiently and effectively for a wide range of pupils' needs by providing equal access to a broad and balanced curriculum. The overall quality of the provision for under fives is appropriate to their needs and the children make good progress towards the Desirable Outcomes. The curriculum for pupils in the SEN class is of good quality and meets pupils' needs well. The school has received recognition from the Basic Skills Agency; however, although the identification and planning for key skills is good it is not consistently applied in practice. Subject policies and schemes of work are generally of good quality and fully meet all statutory requirements, including good provision for pupils' personal, social and health education, religious education and collective worship. The learning experiences of pupils are enhanced by having good links with parents and other agencies in the local community. There are excellent links with European schools.
28. Pupils' personal needs are met well in a very supportive, friendly and happy environment. The school has a very positive ethos in which every pupil feels valued and included and this is supported by the very positive partnership with parents. There are effective policies and procedures in place to monitor pupils' attendance and punctuality, behaviour and performance. The adults in the school are knowledgeable about procedures in the event of accidents and

emergencies and with issues relating to child protection. The provision for pupils with additional learning needs is a strong feature of the school and is well managed by the Special Educational Needs Co-ordinator SENCo. The school has recognised the need to extend inclusion for pupils based in the specialist class and to provide access for other pupils with SEN to the expertise of the SENCo. All pupils are treated fairly, equally and with dignity and respect.

## **Leadership and management**

29. The previous head teacher made an outstanding contribution to the life and work of the school, its staff and pupils. Through his dedication and commitment, the school has transformed into the happy, caring and supportive learning environment it now is. The national recognition gained and praise from the many visiting dignitaries, including the First Minister, is testimony to this. The current head teacher is building on the good practice established and is bringing his own perspective to leadership. He has introduced several new initiatives to address identified shortcomings and has created a clear and shared vision for the school. He is well supported by the deputy head teacher in this.
30. The quality of the self-evaluation report is very good. It succinctly describes the school's views on each of the seven questions. It provides details of where the evidence can be found and it correctly identifies areas for development. The inspection team agreed with the school's overall judgement in four of the key questions; it gave higher grades in two of the key questions and a lower grade in another. The areas for development identified by the inspection team closely match those of the school.
31. The school's self-evaluation processes are very good. They are comprehensive and information is obtained from a very wide range of stakeholders and external bodies. A very broad range of strategies is in place to provide the school with information about its performance. It uses the information to identify strengths and shortcomings and to set appropriate targets for future developments in the comprehensive school development plan [SDP]. The governors and the head teacher have implemented actions that have resulted in measurable improvements since the previous inspection when the school experienced particular difficulties. Staff have shown remarkable dedication and resilience in the drive to making this such a good school.
32. Subject leaders are knowledgeable and committed and are developing their skills in monitoring teaching and learning well. Strategies for the professional development of teachers and classroom staff are very effective. The school takes very good account of national priorities and these are integrated fully into its strategic development. The governing body is very supportive. It fulfils its responsibilities well and is playing an increasingly important role in strategic development.

33. The school makes very good use of its resources. They are effectively managed and monitored by the governing body. Spending decisions are very well matched to the school's priorities. For example, the recent investment in, and deployment of, technological resources is contributing very effectively to the raising of standards.
34. Resources are carefully reviewed regularly and upgraded where necessary by the head teacher and the governing body. The head teacher makes rigorous comparisons with economies identified in other schools across the county to ensure that they get best value for money. The school has a policy of retaining only a small balance each year and ensuring that, if a resource is necessary to improve pupils' learning, then it will be provided.
35. When considering that over half the pupils have SEN, and over three-quarters are from socially deprived backgrounds, the progress that pupils make is remarkable. At the end of year 6, they are mature and positive young people very well prepared for their next phase of learning. The school offers very good value for money.

## Recommendations

- R1 Improve standards in English and music across the school, and in mathematics at key stage 1.
- R2 Implement current school policies to develop further the use of key language skills, bilingualism and strategies for extending more able pupils.
- R3 Introduce the principles and structure of the Foundation Phase as the basis for the early years and key stage 1 curriculum.
- R4 Extend current inclusive practice for pupils identified as having special educational needs.
- R5 Continue to develop strategies to improve attendance and punctuality.

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

36. The findings of the inspection team differ from the school's self-evaluation in that the school judged this key question as grade 3.
37. Overall, pupils make good progress in their time at Glenboi and, at the end of year 6, perform creditably in end of key stage national assessment tests. In terms of their personal, social and learning skills they are well prepared for the next phase of their education.
38. During the time of the inspection, pupils' standards of achievement in the lessons observed were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	65%	35%	0%	0%

39. In the Early Years, standards of achievement in the six areas of learning are as follows:

Language, literacy and communication	3
Personal and social development	1
Mathematical development	2
Knowledge and understanding of the world	2
Creative development	2
Physical development	2

40. The school offers full time places both for reception and nursery children. Many children enter the school with a limited range of skills and experiences but progress well from a low baseline.
41. The overall quality of the provision for under fives is appropriate to their needs and the children make good progress towards the Desirable Outcomes.
42. In key stage 1 and key stage 2, standards of achievement in the subjects identified for inspection are as follows:

Inspection Area	Key stage 1	Key stage 2
English	3	3
Mathematics	3	2
Information technology	2	2
Art	2	1
Music	3	3

43. Children aged five and under enter the school with poorly developed key skills but make good progress in listening in both English and Welsh. However, their skills in speaking, reading and writing are less well developed. Progress in numeracy and the use of ICT is good. Pupils play and work well together and have a clear understanding of the rules of behaviour. Their personal and social education skills are very good.
44. In key stage 1 and key stage 2, the use of the key communication skills of speaking, listening, reading and writing are being developed in a range of subjects. However, opportunities are missed to fully extend their use across the curriculum. Younger pupils find it difficult to listen for extended periods of time, and frequently older pupils are content to provide single word responses to questions. Reading is improving as a result of specific input from specialist teachers and remedial support. There are shortcomings in the quality of writing in both key stages. Numeracy skills are good and pupils use these in a variety of subjects to measure, count and record. Pupils use computers effectively to support their work across the curriculum. Pupils are beginning to enjoy increasing opportunities to develop their problem solving skills in ICT and mathematics. Creative development is good, particularly in the use of art to illustrate themes and topics in other subjects.
45. Although pupils have a good awareness of the culture and language of Wales, and use some basic language patterns well, their bilingual skills are underdeveloped. Even though some staff often provide good models of Welsh language use, pupils lack confidence in using their oral skills.
46. Pupils with additional learning needs including those with SEN or potential behavioural problems make good progress relative to their abilities. When withdrawn for support work, SEN pupils enjoy their lessons; they understand the need for support and comment positively on their progress.
47. Pupils in both key stages make good progress towards, and frequently exceed, the targets and goals the school sets for them in the three core subjects of English, mathematics and science.
48. At key stage 1, end of key stage statutory assessment results in English, mathematics, science and the core subject indicator (which is based on the requirement to achieve at least level 2 in all three core subjects) show an upwards trend over the past four years. This includes the predicted poorer results in 2004.
49. In 2005, results in mathematics and science were above both LEA and national averages with 92 per cent of pupils gaining the expected level 2. When compared with similar schools across Wales (based upon 33 per cent of pupils or above entitled to receive free school meals), this placed the school in the top 25 per cent in maths and above average in science. Pupils performed less well in English. In this, results were well below both local and national averages. Results were even below those gained by schools which have the highest levels of free school meals nationally. Because of the poorer results in English, the core subject indicator was also well below local and

national averages. When compared with similar schools, the school is in the bottom 25 per cent. No pupils attained the higher level 3.

50. Results in key stage 2 tests have improved since 2004. Although results in 2005 were still below both local and national averages in all three core subjects, there was good improvement in the number of pupils gaining the higher level 5. In English and the core subject indicator (the requirement to gain at least level 4 in all three core subjects), they were well below. The number of pupils' who achieved the higher level 5 was below the national average for English and mathematics, and above the national average for science (not an inspected subject). When compared to similar schools, Glenboi was below average in English and the core subject indicator, and above average in mathematics and science
51. At key stage 1 in 2005, girls outperformed the boys in science and mathematics; and boys outperformed the girls in English. In key stage 2, the girls outperformed the boys in English and science and the boys outperformed the girls in mathematics. Boys results in English at key stage 2 have been consistently low.
52. The average rate of attendance for the three terms prior to the inspection at 87.4 per cent is below the LEA and all Wales averages. Absences are caused mainly by illness but there is an increasing number of family holidays in term time. A small number of parents condone their children's absences. The school works hard to address this and there has been some success. Pupils with perfect attendance are rewarded at the end of each term. About ten per cent achieved 100 per cent attendance in the academic year prior to the inspection.
53. Most pupils attend school regularly and are punctual. A small number of pupils who depend on public transport are sometimes late at the start of the day. More importantly, there is a small number of pupils in most classes who live within walking distance of the school and are frequently late. They miss the important start of the day and this has an adverse effect on their progress.
54. As pupils move through the school, their skills steadily increase. From below average ability on entry, by the end of key stage 2, pupils' performance is above average in mathematics and science but below average in English when compared with schools which have 33 per cent or more of its pupils receiving free school meals. Glenboi has 78 per cent. Pupils are acquiring new knowledge, understanding and skills in individual lessons and across all subjects in the national curriculum. The progress and development observed in art and in information technology is very good.
55. Overall, pupils' demonstrate positive attitudes towards learning. They generally show interest in the subjects studied, concentrate well and sustain effort. They answer questions readily in class and move around the school in a calm way. Pupils work well together and are beginning to develop their independent individual learning skills. However, although they have begun to evaluate their own work and are aware of their individual targets, they are

unclear how they can improve further. Those with SEN make good progress to achieving targets set for them in their individual educational and behavioural programmes.

56. Pupils make good, sometimes very good, progress in their personal and social skills. The quality of relationships between all members of the school community is very good. Pupils are friendly, polite and happy to talk to visitors. The majority behave properly in lessons and in class. They understand what is expected of them and are fully involved in formulating classroom rules. The school has implemented a very good range of strategies to enhance pupils' self-esteem and confidence and this has contributed significantly to their positive behaviour and the quality of life in the school. Pupils are courteous, polite and relate well to staff, visitors and others. On occasion, in some classes, the lack of self-discipline of a minority affects the progress of the lesson.
57. Pupils develop a sense of belonging within the school and the local community through their roles in the School Improvement and ECO Committees, through involvement of the Fernhill Community Partnership, and through community projects such as litter picking and planting bulbs and, working with an artist in residence, designing and planning a local river walk. They take their responsibilities seriously and show commitment to their roles. Pupils' confidence and self-esteem is enhanced through making presentations to adults at venues such as the local school advisory service and two national teacher training universities.
58. Pupils have valuable first hand experience of life in the wider community through the school's long established involvement with the Socrates and Comenius Projects. The head teacher and the Nursery Nurse have recently visited the Czech Republic: with a party of four pupils. They lived with host families: an exchange visit is planned following the inspection. Pupils throughout the school benefit from the skills of the Italian language support assistant. Pupils understand the principle of equal opportunity and understand that there are different cultures in society and these have a right to be respected.

## The quality of education and training

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

#### Grade 2: Good features and no important shortcomings

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

60. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
19%	69%	12%	0%	0%

61. Teaching has improved significantly since the previous inspection. The percentage of lessons awarded a grade 3 or better is above the Welsh Assembly Government's target.

62. The school has well-qualified and experienced staff, who demonstrate good knowledge and understanding of the subjects they teach. Teachers effectively use both their specialist knowledge and the resources available to enhance the quality of lessons. The school has a number of pupils with social, emotional and behavioural difficulties who, as a result of effective teaching and good support, achieve well. Specialist support teachers also greatly enhance provision for pupils with SEN. Collectively, team teaching is strong and classroom assistants are used to good effect when working with groups or supporting individual pupils.

63. In the most effective lessons, well-established classroom routines and high expectations create a positive atmosphere conducive to learning. Teachers have a very good understanding of their pupils and match work precisely to their ability. They manage pupils well and have a good range of strategies to stimulate and motivate the more passive and slower learning pupils. Lessons are very well organised and delivered at a brisk pace providing both challenge and reinforcement.

64. The introduction and good use of interactive whiteboards and the computer suite is having a significant impact on raising the quality of teaching and learning.

65. Teaching is consistently good because teachers make lessons relevant to Glenboi pupils; and strategies and resources effectively engage their interest. Teachers plan effectively for the development of pupils' skills, knowledge and understanding across year groups and key stages. Lesson plans are organised well and show how differing needs of pupils will be met. The arrangements for withdrawal for pupils with SEN are organised so that lessons parallel the work being done in class. Learning objectives are clearly identified at the start and returned to at the end of lessons for consolidation. Clear instructions and explanations build effectively on previous work. Pupils'

mistakes are used constructively to develop learning. Lessons are evaluated on a weekly basis by teachers to ensure continuous and progressive build up of knowledge.

66. Most importantly, teachers have established good working relationships with pupils and there is a positive atmosphere of mutual respect. Teachers offer care coupled with a firm, fair and consistent approach to discipline. They make clear from the outset what they expect from pupils in terms of achievement and behaviour.
67. In lessons judged to have good features which outweigh shortcomings, the range and flexibility of strategies used does not maintain pupil interest and involvement; lessons lack appropriate pace, variety and stimulus to meet the needs and abilities of all pupils. Because pupils are not engaged, class control is uncertain. Despite identification in planning, opportunities are also missed across the school for developing pupils' key language skills, notably for boys in key stage 2. In many instances, not enough challenge is provided for more-able pupils. Frequently, the activities and tasks provided in a lesson are the same for all; with the expectation being that more-able pupils will produce a better piece of work. As a result, they are neither stimulated or challenged.
68. The quality of assessment, recording and reporting is good. Whole school assessment procedures are systematic and efficient. Routine testing in English, maths and science provides useful information about pupils' achievements and is used well to improve their work in the classroom. Teachers observe pupils' work in class and give good instructions on how they can improve. In the early years, the standard of assessment and recording is good.
69. The school studies whole school assessment data and uses it to set targets in the core subjects. The results of national curriculum assessments are analysed and general whole school targets are set for improvement. In some areas of the curriculum, such as maths, teachers have used this information advantageously to raise standards.
70. Overall day-to-day marking is good. Work is marked regularly and positively. Marking is particularly effective where teachers indicate clearly what individuals need to do to improve but this good practice is not consistent across subjects or classes. Pupils have begun to evaluate their own work; however, a more formal system to encourage pupils to assess their own progress is not developed.
71. Teachers keep full records of pupils' achievements including baseline and performance in standardised tests. They have a good understanding of the national curriculum and have developed useful portfolios to demonstrate pupils' achievements in some subjects.
72. Teachers ensure that parents have a clear idea of their children's progress, through regular contact and formal parents' evenings. Reports to parents of

children in the early years are of good quality and indicate clearly to parents what their child needs to do to progress further. Although reports in key stage 1 and key stage 2 provide useful information and observations on individual pupils' progress, they do not give suggestions on how to improve further.

**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**

73. The findings of the inspection team match the judgements made by the school in its self-evaluation report.
74. The school caters efficiently and effectively for a wide range of pupils' needs by providing equal access to a broad and balanced curriculum. Subject policies and schemes of work are generally of good quality and fully meet all statutory requirements. The overall quality of the provision for under fives is appropriate to their needs and, from a low baseline, the children make good progress towards the Desirable Outcomes for Children's Learning. The curriculum for pupils in the SEN class is of good quality and meets pupils' needs well.
75. The school promotes pupils' personal social and health education very effectively throughout the curriculum. One particular strength is the use made of Circle time to improve pupils' personal, social and learning skills. Good local community links also improve pupils' health education; for instance, the local police provide valuable sessions on drug awareness.
76. The school has received recognition from the Basic Skills Agency and linked to this has identified and plans well for the development of pupils' key skills. However, planning is not consistently applied in practice. Strategies for improving speaking, listening and writing skills, in particular, need review. Teachers give appropriate emphasis to *y Cwricwlwm Cymreig* in several subjects; particularly art, geography and history in which pupils show good understanding of their culture. However, pupils' bilingual skills are not as well developed. Some teachers provide good models of the Welsh language but, overall, pupils lack of opportunity to respond and engage in dialogue means that their ability to use basic speech patterns is limited.
77. Pupils participate in many extra-curricular activities. After school clubs for art, computers, or organised games are open to all and well attended. Visits and residential experiences, including a visit to the Czech Republic, successfully broaden pupils' experiences and help enrich their learning and personal development.
78. Provision for spiritual, moral social and cultural development is good. Pupils discuss moral issues in class and they develop a good understanding of right and wrong. They make good progress in their social development from an early stage, forming good relationships with adults who provide very good role

models. Daily acts of collective worship make a significant contribution to this provision and reflect the calm positive attitudes of the school. There is a strong sense of community and pupils reflect on their achievements and potential, as well as considering the values and beliefs of others. Pupils' spiritual development benefits from the high levels of care shown by all members of the school community for each other. Charities benefit from the support of pupils.

79. Pupils' cultural development is well promoted in all areas of the curriculum. Pupils benefit from studies of their own community and links with other places in Wales. Well-planned visits ensure they have a good understanding of their country and its culture. In their work in geography and religious education pupils learn about the culture of other countries. The pupils' knowledge and understanding of another country in Europe are enhanced by the full time support of an Italian teaching assistant funded by the Italian consulate as part of the Socrates project.
80. The school attends well to national priorities for lifelong learning and community regeneration and works hard to involve parents in the education of their children. A wide variety of courses including family literacy and numeracy, Talking and Playing, ICT and Catch Up Reading are well attended and beneficial. Parents feel better able to help their children; pupils, in turn, see adults as life long learners. Several parents help with reading and breakfast clubs. The school keeps parents well informed about their children and their work, and provides regular newsletters and curriculum information sheets. Parents strongly support the school and, although there is no formal parent teacher association, they organise well-attended fund raising and social events for the benefit of the pupils.
81. Cardiff City Football club provides valuable opportunities for pupils to have high quality lessons led by talented professionals. The school has developed good pastoral, administrative and curricular links with the receiving secondary school. Regular liaison meetings open days, teacher exchanges and bridging units, with key stage 3 pupils helping in after school club all help continuity of education for pupils. The school has partnership agreements with initial teacher training institutions and provides training for 'nursery nurse' students and NVQ in childcare.
82. A wide range of educational visits, visitors from the community and international sports personalities help to raise the pupils' awareness of the world of work both past and present and further strengthen the school's links with the community and industry. Pupils benefit from professional sports coaching and through working with specialists such as an artist-in-residence or the police; as well as members of the community who willingly share their experiences.
83. There are very strong links with the Fernhill Community Association and a national company. Both support the school through donations, funding for the Breakfast Club, and by providing transport costs and entry fees for a wide

range of educational and residential visits; as well as donating the annual end of year prize for the most improved pupil.

84. The previous head teacher's management skills were enhanced through his link with a government revenue-collecting department but as yet no other teachers have benefited from industrial placements. The current head teacher has recently undertaken training in the Dynamo project and the development of a mini enterprise initiative.
85. Older pupils use their skills and knowledge to develop their entrepreneurial skills. They run the daily healthy food tuck shop. Pupils benefit from participation in the School Improvement Committee. In this, they handle a small budget well and are developing good research and negotiating skills. They manage and monitor the effectiveness of the recently purchased outdoor play equipment well and comment that behaviour has improved since its purchase. They plan to purchase indoor equipment for wet playtimes. Pupils develop a good understanding of sustainable development and an awareness of conservation issues through the recycling project and monitoring water and energy use in the school.

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

##### **Grade 2: Good features and no important shortcomings**

86. The findings of the inspection team match the judgements made by the school in its self-evaluation report.
87. The school has a very positive ethos, which ensures every pupil feels valued and included. Relationships between pupils and adults are very good and this contributes to the overall warm supportive atmosphere.
88. Induction arrangements for the early years are carefully planned and implemented and effective procedures are in place to support pupils who join the school at a later stage. Pupils quickly learn the routines and settle well into school life. For leavers in year 6, there are well-established transition arrangements with receiving secondary schools and effective links have been made with subject teachers there.
89. There are effective policies and procedures in place to monitor pupils' attendance and punctuality, and the school works closely with the Education Welfare Officer who has recently introduced her own system of rewards to improve attendance. The school has very positive partnership with parents who praise the quality of education provided for their children. However, despite the school's best efforts, a small number of parents do not fully support the school's arrangements for the attendance of their children.
90. Adults in the school are well aware of pupils' particular needs and are knowledgeable about procedures in the event of accidents and emergencies. The health and safety policy is comprehensive and risk assessments are

systematic. All staff are alert to issues relating to the well-being of the pupils. However, although fire drills and alarm system checks are undertaken, formal records prior to the appointment of the current head teacher were not available at the time of the inspection.

91. There is an effective policy and good procedures for child protection with the head teacher acting as the nominated person. Teachers and support staff are fully aware of their responsibilities and there is a named link governor.
92. The school is involved in the Healthy Schools Campaign and provides activities to promote healthy living. Healthy options such as the salad bar are available in the canteen as well as cereal bars and fruit in the tuck shop. A wide range of clubs that promote healthy exercise are well supported. Older pupils benefit from residential visits to an outdoor pursuits centre.
93. The provision for pupils with additional learning needs is a strong feature of the school and is well managed by the SENCo. Effective early identification, assessment and monitoring procedures contribute significantly to raising pupils' achievements. Just over a half of the pupils at the school are on the register for SEN; and, of these, five pupils who have social, emotional and behavioural difficulties receive their education in a specialist class. The SENCo is also the teacher in the specialist class. No pupils are disapplied from any aspect of the national curriculum.
94. Throughout the school, pupils with SEN are well supported by dedicated and effective school staff and from outside agencies such as the Educational Psychology Service, the behaviour support service and specialist LEA teaching staff. Class teachers and the SENCo work closely together to ensure that individual programmes and classroom provision closely match the needs of pupils. Provision is enhanced by classroom assistants who give valuable literacy, numeracy or behavioural support to individual or groups of pupils within the classroom or by withdrawal. The school has identified in its SEN policy document the need to meet the needs of more-able pupils by providing further challenge.
95. Pupils based in the special class benefit from good teaching by the class teacher and her assistant. Both members of staff show considerable empathy and understanding of the needs their pupils. Learning takes place in a stimulating and purposeful atmosphere in which objectives are clear and understood by all. Pupils enjoy the sessions, understand the need for support and comment positively on their own progress. There is clear evidence of progress in terms of pupil attitude, behaviour and learning. However, whilst pupils integrate successfully into the general daily life of the school and into some lessons, the head teacher recognises the need for extending their inclusion further. Additionally, there are pupils in the mainstream classes who would benefit from the specialist expertise of the SENCo.
96. Pupil behaviour is generally very good as a result of the application of a clear policy and effective strategies. There is a strong ethos of mutual respect and understanding; together with a comprehensive framework of guidance and

support. The good relationships enjoyed between staff and pupils are underpinned by a consistently applied system of rewards and the regular celebration of success. All opportunities are taken by teachers to develop pupils' self-esteem and self-worth. Pupils help devise the classroom codes and know the consequences of misbehaviour. Continued support is given through the application of individual behavioural programmes, which have been agreed by both pupils and parents. Pupils particularly value the Harmony Room where they enjoy quality time to reflect on any personal issues. When necessary, however, valuable additional support is given from the behaviour support team.

97. Pupils benefit from having responsibilities; for example, by monitoring behaviour at break and lunchtimes, through their roles on the School Improvement Committee and as Eco Warriors. Older pupils are sensitive to the needs of the younger ones and help them willingly; for example, they escort them into assembly and play with them at lunchtime.
98. The school recognises the diversity of pupils' backgrounds and all pupils are treated fairly, with dignity and respect. The school has effective, well-developed policies and procedures to deal with oppressive behaviour, including bullying and racial discrimination. Clear, effective documentation underpins good practice and the head teacher and the governing body monitor and evaluate this closely. The head and staff encourage good race relations and the school values and celebrates diversity of life in modern Britain. Adults promote gender equality well during the school day particularly through school sports teams and other extra curricular activities. The school has generally good access facilities for pupils and adults with disability.

## Leadership and management

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

#### Grade 2: Good features and no important shortcomings

99. The findings of the inspection team differ from the school's self-evaluation in that the school judged this key question as grade 1.
100. The previous head teacher made an outstanding contribution to the life and work of the school, its staff and pupils. Through his dedication and commitment, the school transformed into the happy, caring and supportive learning environment it now is. The national recognition gained and praise from the many visiting dignitaries, including the First Minister, is testimony to this. The current head teacher is building on the good practice established and is bringing his own perspective to leadership. He has introduced several new initiatives to address identified shortcomings and has created a clear and shared vision for the school. He is well supported by the deputy head teacher in this.
101. The quality of subject leadership is good. Subject leaders are knowledgeable, committed and insightful about their subjects. They have been involved in policy making and have revised their schemes of work thoroughly. Subject leaders are in the early stages of developing their skills in monitoring teaching and learning in their subjects; so that they can prioritise areas for development in a more informed way. Although subject leaders have produced portfolios of pupils' work, not all portfolios are equally as effective in demonstrating the standards achieved by pupils in a way that will bring consistency to assessment.
102. Managerial systems to support, develop and improve the performance of individual staff and departments are very effective. The school successfully implements performance management procedures in line with statutory requirements. Additionally, the head teacher sets a high priority on formal and informal arrangements for whole school staff appraisal and review.
103. The school takes very good account of national priorities and these are integrated into its strategic development. There is a strong emphasis on raising standards and very good attention is given to promoting healthy living, citizenship, a sense of community and raising awareness of sustainable development and environmental issues. The school has a constructive partnership with other schools and the LEA; and has developed excellent international links.
104. The governing body is very supportive of the new head teacher, the staff and the pupils, and fulfils its responsibilities effectively. The chair of governors is very committed to the school and well informed. He works closely with the head teacher and is actively involved in all aspects of school life. All governors have clearly defined roles and responsibilities that they take

seriously; many visit regularly. For new governors, the school has introduced an effective induction programme.

105. Governors play an important role in determining the strategic direction of the school and have a clear vision for its future. They are well informed by the head teacher in comprehensive reports on the curriculum and pupils' progress. They have a good oversight of the budget and supervise expenditure carefully. Decisions on spending priorities are closely linked to the priorities in the SDP.

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

**Grade 1: Good with outstanding features**

106. The findings of the inspection team differ from the school's self-evaluation in that the school judged this key question as grade 2.
107. The school's self-evaluation processes are very good. They are comprehensive and draw on information obtained from a range of stakeholders. The school has been conducting formal self-evaluation since the previous inspection such that there is now a well-established atmosphere of self-critical analysis.
108. The quality of the current self-evaluation report is very good. It succinctly describes the school's views on each of the seven questions. It provides details of where the evidence can be found and it correctly identifies areas for development. The inspection team agreed with the school's overall judgement in four of the key questions; it gave higher grades in two of the key questions and a lower grade in another. The school achieved two grade 1's and five grade 2's overall. The areas for development identified by the school closely match those of the inspection team.
109. A very broad range of strategies is in place to provide the school with information about its performance. It uses the information gained to identify strengths and shortcomings and to set appropriate targets for future developments. The school makes good use of external bodies such as the LEA, the Education and School Improvement Service, the Basic Skills Agency, Investors in People, and Eco-schools to help it monitor and evaluate its provision.
110. The views of pupils and parents are regularly sought verbally and through questionnaires. The School Improvement Committee has made a valuable contribution to improving school life. Classroom assistants confirm their involvement and contribution to the on-going development of the school. Governors visit the school frequently to build up a picture of standards and provision.

111. All subject leaders review their subjects annually and, subsequently, identify areas for development for the coming year. This information is used effectively to inform whole school planning. They have a good understanding about standards and the quality of provision in the subjects for which they are responsible.
112. The school development plan, which has recently been updated by the new head teacher, is a full working document that correctly identifies issues that require addressing. It sets clear priorities and describes in detail the actions to be taken to bring about improvement and is based on a detailed analysis and review of a range of information and data. Its main focus is the improvement of standards. The new head teacher has been particularly rigorous in identifying priorities and setting challenging targets for both staff and pupils; and in developing efficient systems to monitor progress.
113. Both the current and the previous head teachers have shown a very good understanding of how the school is performing. They have consistently and effectively analysed results carefully to identify emerging trends and have implemented the necessary action to address concerns. In the short period since his appointment, the new head teacher has used available information effectively and brought a new perspective and range of expertise to particular issues such as financial management and the use of information technology.
114. The governors and the head teacher have implemented actions that have resulted in measurable improvements since the previous inspection when the school experienced particular difficulties. Staff have shown remarkable dedication and resilience in the drive to making this the good school it currently is.

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

**Grade 1: Good with outstanding features**

115. The findings of the inspection team differ from the school's self-evaluation in that the school judged this key question as grade 2.
116. Leaders and managers use available resources effectively and achieve very good value for money.
117. The school is appropriately staffed with qualified, experienced and dedicated teachers, several of whom are well established at the school. As this is a small school, teachers have many responsibilities, which they undertake professionally and enthusiastically. They have a wide range of skills and expertise to address the needs of all pupils including those with special educational needs. Staff are deployed and managed effectively and good use is made of individuals' talents. Job descriptions are in place for all staff and are updated regularly. Performance management reviews identify teacher's training needs very well and recognise roles of responsibility. The school is actively implementing the programme for remodelling the workforce and the

teacher employed to provide cover during planning, preparation and assessment time makes a valuable contribution across the school.

118. The school uses of the skills of the specialist classroom teacher for SEN to very good effect and is extending her role to improve further the provision for pupils in mainstream classes. The school also has good links with, and makes effective use of the expertise of, the language support teacher and members of the behaviour support team.
119. Classroom staff work well with teachers. Some, with the financial support of the school, have undertaken a high level of additional training which has enabled them to contribute very effectively. They are valued and respected members of the school and fully included in all areas of school life.
120. The secretary works efficiently to ensure that the administration is effective. The school is well served by its ancillary staff, and the caretaker in particular, works very hard to ensure that the school functions smoothly and is kept spotlessly clean.
121. The school has a very good stock of good quality learning resources which are used well to enhance pupils' learning experiences. All classes have computers and the school has recently installed a computer suite and two interactive white boards. These have been used effectively to improve pupils' learning generally and raise standards in ICT. The library has a good stock of books; although not many are of direct appeal to boys. The current location of the key stage 2 library does not enable the development of library skills. The school has identified a new, more appropriate, area for its location.
122. The overall quality of the accommodation is very good. Significant improvements to the building since the last inspection have contributed positively to more effective teaching and learning in many areas of the curriculum. The spacious hall, the computer suite and access to additional small teaching rooms ensure that the school can effectively deliver the whole national curriculum. The Harmony room adds a unique dimension to quality of pupils' experience. The quality of displays around the school and in the classrooms is often very good. They are colourful, interactive and celebrate very well pupils' work and achievements. There is sufficient space in the early years and key stage 1 area to deliver the Foundation Phase.
123. The grounds are extremely well maintained and the yards are purposefully marked for recreation. The play area for under fives is secure and has further space suitable for development as an outside classroom for the Foundation Phase. However, there are some concerns about the lack of a soft play area. A minor health and safety issue has been discussed with the governing body and addressed.
124. Resources are carefully reviewed regularly and upgraded where necessary by the head teacher and the governing body. The head teacher makes rigorous comparisons with economies identified in other schools across the county to ensure that they get best value for money. The school has a policy of

retaining only a small balance each year and ensuring that where a resource is necessary to improve pupils' learning, it will be provided. Spending decisions are very well matched to the school's priorities. For example, the recent investment in, and deployment of, technological resources is contributing very effectively to the raising of standards.

125. When considering that over half the pupils have SEN, and over three-quarters are from socially deprived backgrounds, their progress is remarkable. At the end of year 6, they are mature and positive young people very well-prepared for their next phase of learning. The school offers very good value for money.

## Standards achieved in subjects and areas of learning

### Under 5s

#### Grade 2: Good features and no important shortcomings

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

#### Language, literacy and communication

127. The language, literacy and communication skills of both nursery and reception children are good with some shortcomings.
128. Nursery children listen well to adults and, in response to questions, most answer readily in short phrases. They join in songs and rhymes enthusiastically. They handle books appropriately and demonstrate good understanding of stories from their role-play. Children enjoy marking and basic writing experiences using crayons, pencils and paint.
129. Reception children listen carefully and take turns to answer questions, with the more able accurately describing why they feel happy or sad. When children have good models of language to follow, as when performing the story of *The Three Bears*, they speak clearly and with good expression. They recognise letters and identify sounds in words well. They overwrite, underwrite and copy simple sentences well.

#### Personal and social development

130. The personal and social development of both nursery and reception children is very good.
131. Nursery children settle quickly and happily into class and school routines. They make exceptional progress and establish very good relationships with other children and adults. When playing, they share equipment and listen to each other with high levels of interest when they adopt different roles. They make good progress in becoming independent members of the class.
132. Reception children continue to build very good relationships with adults and other children. They move around the school calmly and are confident members of the school community. They undertake responsibility for their personal hygiene in a sensible way. Children work together very well, demonstrating a mature ability to help each other. They concentrate on all learning experiences, demonstrating high levels of interest in all activities.

### **Mathematical development**

133. The mathematical development of both nursery and reception children is good.
134. Nursery children understand terms such as *largest*, *smallest* and *one more*. They match, sort and count with confidence. Some count accurately to 10. They sort three-dimensional shapes and look for similarities and differences in objects and patterns.
135. Reception children know numbers from one to ten and recognise numerals from one to five. They understand that some things go together in pairs. They are beginning to develop an appropriate vocabulary and demonstrate good understanding of size when selecting matching bowls, cutlery, and chairs.

### **Knowledge and understanding of the world**

136. The knowledge and understanding of the world of both nursery and reception children is good.
137. Nursery children have a natural curiosity, and are keen to observe aspects of the world around them. When searching for *Baby Bear* they enthusiastically name and find features around the school. They know where their heart is and that it beats faster when they exercise. They use the mouse on the computer competently. They know they live in Mountain Ash.
138. Reception children know they live in Wales and know some basic vocabulary such as their colours in Welsh. They know about different types of houses and the materials used to build them. The more able describe accurately how a battery-operated toy works. They use the mouse to select a specific program on the computer and operate a programmable moving machine [*roamer*] independently.

### **Creative development**

139. The creative development of both nursery and reception children is good.
140. Nursery children use paints and simple brush techniques to produce attractive pictures of teddy bears. They choose colours and use different materials to make effective pictures. They readily join in songs and rhymes, clapping and keeping a steady rhythm to accompany their singing.
141. Reception children adopt roles very confidently when acting out the story of *The Three Bears*. They use clay confidently to make effective representations of bears. They explain how they use paints and pastels to create paintings well and choose appropriate materials to make their pictures of bears. They know the names of musical instruments and demonstrate good control when playing them.

## Physical development

142. The physical development of both nursery and reception children is good.
143. Nursery children move confidently with a good awareness of space when warming up in the hall. They generally control tricycles, bikes with stabilisers and pedal cars well. Children's manipulative skills are developing well: they handle paint brushes, crayons, scissors and pencils confidently.
144. Reception children confidently develop their physical skills during movement lessons. They move with increasing control and co-ordination and due attention to others, with the more able balancing and passing the ball well. They move well to music; some with a good sense of rhythm when acting out a song. They make good progress with their manipulative skills.

## Shortcomings

145. Many children in both nursery and reception have a limited range of vocabulary and do not readily expand upon their ideas and thoughts when they are in a whole class situation.

<b>English</b>
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**Key Stage 1** – Grade 3: Good features outweigh shortcomings

**Key Stage 2** – Grade 3: Good features outweigh shortcomings

## Good Features

146. When the lesson has engaged their interest, most pupils in key stage 1 listen carefully to their teacher's explanations and instructions and to other pupils' contributions. They listen attentively to stories and retell them simply using their own words. They make adequate progress in speaking for different purposes and audiences, and collaborate to some degree in discussions. As they progress from year 1 to year 2, they improve their ability to speak in sentences.
147. Standards in reading in key stage 1 have good features, which outweigh shortcomings. Overall, pupils make good progress in relation to their low starting points. They describe their favourite characters simply and are able to recall some major events in well-known stories they have heard. Most year 1 pupils recognise full stops and capital letters. Pupils have a developing knowledge of the alphabetical order of letters. Some older pupils can identify grammatical conventions, such as an exclamation mark or a question mark. By the end of key stage 1, a few more-able pupils read unfamiliar texts with developing confidence.
148. Pupils make adequate progress during key stage 1 as their writing skills develop. They think carefully about the words they use so their writing makes sense and they make sure that their writing has one good idea. More able

pupils use words like 'then' to join ideas together and produce writing that is interesting to the reader, using capital letters and full stops appropriately. By the end of key stage 1, a few rewrite stories in their own words using some of the key features of narrative. Standards in handwriting in key stage 1 show a wide variation with younger pupils at a very early stage of tracing while others in year 2 can write legible sentences freely.

149. Pupils in key stage 2 listen respectfully to their teachers and to others. In lessons they remain focussed for a sustained time. However, when answering questions, they frequently offer answers with one or two words only and need prompting for a fuller response. Most make adequate progress in speaking for different purposes and audiences although some have spoken well to groups of adults in their role as members of the School Improvement Committee.
150. Pupils in key stage 2 read aloud clearly, with some fluency. Most have good strategies to deal with unfamiliar words, and can discuss plot and character. Good additional support is provided for those pupils who struggle with their reading to help them develop a positive attitude and to develop strategies to enable them to understand the text.
151. When writing key stage 2 pupils put their ideas into sentences and are able to develop their ideas in a structured way. They plan and draft their work and pay good attention to punctuation, which they use appropriately. The little evidence of creative extended writing showed that it was of good quality and in a number of genres. Standards in spelling are only adequate as opportunities are missed for dictionary use. Handwriting and presentation are generally good. The quality of writing is improving through the use of interactive whiteboards to present themes and information in a stimulating way and the use of computers to redraft work.

### **Shortcomings**

152. In both key stage 1 and key stage 2 pupils' spoken responses are often limited to a few words. Many pupils are not able to express themselves fluently and coherently aloud for any length of time.
153. Many pupils in key stage 1 find it difficult to listen attentively throughout lengthy whole class introductions and discussions; they have a limited ability to plan, review and improve on initial attempts at writing.
154. In key stage 2, boys' achievements have been substantially lower than those of girls in national tests, in reading and in their written work in class.
155. Pupils in key stage 2 do not use a library regularly for independent research and so their library research skills are under developed.

## Mathematics

**Key Stage 1** – Grade 3: Good features outweigh shortcomings

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

### Good Features

156. In key stage 1, pupils make generally good progress in their understanding of number. They count confidently on and back in twos, tens and fives to a hundred. They recognise odd and even numbers well and the more able use their knowledge of number bonds well when handling larger numbers. They recognise the value of coins and handle money competently.
157. Pupils are developing some useful investigation skills. They use a table to gather information about fruit competently, with the more-able using a tally system to record their work. They apply their number skills to work out problems generally well with most pupils working accurately. Most pupils know the names of simple three-dimensional and two-dimensional shapes, with the more-able grouping them according to their properties.
158. Pupils in key stage 2 make good progress in the development of their mathematical skills. Generally they use an increasing mathematical vocabulary well, explaining their work and methods of calculation clearly. Older more-able pupils know their tables well and answer quickly in mental mathematics sessions.
159. A high percentage of pupils can confidently use the four rules of number and apply them correctly when solving problems. They work accurately and explain their methods clearly using the correct vocabulary. They work with numbers up to 10,000 and have good strategies for adding and multiplying three digit numbers.
160. Younger key stage 2 pupils know and use appropriate vocabulary to describe properties of two-dimensional and three-dimensional shapes in their investigation of shapes. They have a sound understanding of symmetry and identify lines of symmetry in two dimensional shapes well. They have a good understanding of standard units of length.
161. Older key stage 2 pupils of all abilities are secure in calculating the perimeter of a given shape. They work out their own formula for calculating the perimeter of a polygon and apply it effectively. Their understanding of area is good and they apply their knowledge of squared numbers well. When undertaking investigations they work together profitably and measure and record their work clearly and accurately.
162. They collect and represent data using graphs and diagrams and interpret their findings appropriately in bar graphs, pictograms or line graphs. At times, they use ICT to show their findings. They use calculators to check their work competently.

## Shortcomings

163. With some exceptions, pupils in key stage 1 are unsure in their recall and understanding of relevant mathematical language.
164. In key stage 1, a number of pupils have difficulty in forming and writing numbers accurately.
165. At times, in both key stages, a number of pupils are hesitant in responding quickly to mental recall questions.

<b>Information technology</b>
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**Key Stage 1** – Grade 2: Good features and no important shortcomings

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

166. There is a whole school recognition of the value of information technology [IT] as a tool for learning other subjects and skills. With the recent increased emphasis on the subject, all pupils have begun to demonstrate a good level of knowledge, skills and understanding when they plan, select and apply IT to tasks.

## Good Features

167. Younger pupils with special educational needs use a listening centre to record their work and improve their interviewing techniques.
168. Key stage 1 pupils have learned how to operate a programmable, robotic machine to follow set instructions along a given path. They have good awareness of digital applications in the home such as domestic, programmable machines for cooking and cleaning.
169. Pupils find appropriate files on hard disk and are experienced at opening and using them. They are increasing their familiarity with the keyboard in developing word processing skills and can write using different fonts and sizes of print. They use the Primary Colour program to produce bold pictures.
170. In key stage 2, pupils use a digital camera well and transfer pictures onto the computer. They can save, retrieve and print documents and pictures effectively.
171. Pupils show a good understanding and appreciation of the interactive whiteboard.
172. They are skilled in using its applications and are confident in demonstrating their skills to others. For example, younger key stage 2 pupils demonstrate how they use the Primary Colour program to replicate Laura Ashley's repeating floral designs.

173. Older pupils with special educational needs can accurately sort and classify information and present their findings neatly in a table using text in rows and columns. They can save, retrieve and print their work appropriately.
174. Older pupils in key stage 2 make effective use of data handling programs to collect, process and present information using spreadsheets, charts and graphs. They use the Internet confidently to obtain information, which they use appropriately in their own work.

### **Shortcomings**

175. There are no discernible shortcomings

<b>Art</b>
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**Key Stage 1** – Grade 2: Good features and no important shortcomings

**Key Stage 2** – Grade 1: Good with outstanding features

### **Outstanding Features**

176. The quality of artwork on display in the classrooms, around the school and in the portfolio indicates an exceptionally high standard. The wide range of artwork produced to illustrate and support topics and themes across other curriculum areas, particularly at key stage 2, is outstanding. Examples of good work include cardboard figures of people appropriately clothed for different weather conditions, mathematical work relating to symmetry, Mexican paper mâché bowls, Chinese yin-yang hangings, illustrations of the parts of a flower, and World War 2 posters.

### **Good Features**

177. Basing their work on photographs, pupils in key stage 1 show good skills in producing atmospheric crayon and water-colour landscapes depicting rainy weather.
178. In mixing colours and producing still life paintings of teddy bears, some pupils show real ability in capturing colour, shape and texture.
179. Following observation and discussion about repeating floral patterns designed by Laura Ashley, younger key stage 2 pupils use a range of materials to explore how shape and colour can be combined to create a flower pattern on a small cardboard block for future printing. The resultant designs are colourful and imaginative.
180. Older key stage 2 pupils with special educational needs use a range of fabrics and materials to produce an interesting collaborative textile work that tells the Welsh mythological story of Gelert. In groups, pupils make telling sketches depicting the story's early scenes and select and use different materials to

create realistic textures and colours for trees, plants and water. With support, pupils talk about their creations and give reasons for their selections.

181. Year 5 and year 6 pupils create a sense of space and perspective in several aspects of their work. They use rulers accurately to draw lines of perspective when planning a composition of rows of houses; they create 3-dimensional cardboard landscapes, and they make imaginative 'stained glass' effect landscape silhouettes in the style of Welsh artist Sir Kyffin Williams. They evaluate their own and others' work and make critical observations about how their artwork can be improved.

### Shortcomings

182. There are no discernible shortcomings

<b>Music</b>
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**Key Stage 1** – Grade 3: Good features outweigh shortcomings

**Key Stage 2** – Grade 3: Good features outweigh shortcomings

### Good Features

183. The quality of whole school singing is generally good. Pupils sing with enthusiasm, both in class and in collective worship. They are confident performers enjoying many opportunities to sing in concerts and 'shows' and they have a good repertoire of songs. They listen carefully to a range of music.
184. Key stage 1 pupils successfully keep a steady beat in time to the music. They know the names of many musical instruments. They use and control their percussion instruments generally well, performing loud and quiet sounds well. Pupils suggest instruments to make the sounds to accompany the story *Peace at Last* well.
185. Key stage 2 pupils know and use some musical vocabulary such as *tempo*, *structure*, *dynamic* and *pitch*. Pupils listen attentively to their own and other pupils' music as well as music from other cultures. They work together productively, discussing how they can perform and improve their work in a sensible way.
186. They use simple notation to write a composition in the Indian "masmondi" style, demonstrating a good sense of rhythm when performing on their percussion instruments. They appreciate different dynamic and tempo in the styles of music and perform and evaluated their performance confidently.
187. A number of older pupils' musical ability is enhanced by regular lessons from the peripatetic music service.

### **Shortcomings**

188. In both key stages, pupils lack confidence in using appropriate musical terminology.
189. At times in key stage 1, a number of pupils show limited competence in playing musical instruments.
190. Key stage 2 pupils' composing skills develop insufficiently across the key stage.
191. In both key stages, pupils make insufficient use of ICT and the Welsh dimension in music.

## **School's response to the inspection**

The Governing Body of Glenboi Community Primary School welcome the Report resulting from the Standard Inspection conducted at this school from 28<sup>th</sup> to 30<sup>th</sup> November 2005.

The team, led by Dr. Jim Hewitt, were very professional and thorough in their activities and treated all staff and pupils with courtesy.

The Governing Body and staff of the school totally agree with the Inspection findings, and the recommendations provide very useful advice on how to move forward.

The school is in the process of adapting the School Development Plan in order to address the recommendations to ensure that Glenboi continues to be 'a very special place, which lives up to its own motto "Smiling faces make a happy school" and that standards continue to improve.

## Appendix A

### Basic information about the school

Name of school	Glenboi Primary School
School type	Nursery and Primary
Age-range of pupils	3-11 years
Address of school	Abercwmboi Isaf Road,
Postcode	CF45 3DW
Telephone number	01443 473798

Head teacher	Mr Chris Morgan
Date of appointment	September 2005
Chair of governors	Mr Anthony Williams
Registered inspector	Dr Jim Hewitt
Dates of inspection	28-30 November 2005

## 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	8	9	13	11	13	16	11	16	97

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	6	0.3	6.3

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	17.4 : 1
Pupil: adult (fte) ratio in nursery classes	8.5 : 1
Pupil: adult (fte) ratio in special classes	2.5 : 1
Average class size, excluding nursery and special classes	25
Teacher (fte): class ratio	1.3 : 1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of School
Summer 2005	86.2	91.1	87.1
Spring 2005	96.6	91.3	86.1
Autumn 2004	91.5	90.1	89.3

Percentage of pupils entitled to free school meals	78
Number of pupils excluded during 12 months prior to inspection	1

## Appendix C

### National Curriculum Assessment Results End of Key Stage 1:

National Curriculum Assessment KS1 Results 2005			Number of pupils in Y2:			12	
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher Assessment	School	0	0	34	66	0
		National	0	4	12	64	20
En: reading	Teacher Assessment	School	0	0	34	66	0
		National	0	4	14	56	27
En: writing	Teacher Assessment	School	0	0	66	34	0
		National	0	5	14	69	12
En: speaking and listening	Teacher Assessment	School	0	0	0	75	25
		National	0	2	11	64	23
Mathematics	Teacher Assessment	School	0	0	9	91	0
		National	0	2	10	64	24
Science	Teacher Assessment	School	0	0	9	91	0
		National	0	2	9	66	24

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	67	In Wales	81

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

**National Curriculum Assessment Results**  
**End of Key Stage 2:**

National Curriculum Assessment KS2 Results 2005			Number of pupils in Y6					14				
Percentage of pupils at each level												
			D	A	F	W	1	2	3	4	5	
English	Teacher assessment	School	0	0	0	0	0	7	31	39	23	
		National	0	0	2	0	1	4	15	46	31	
	Test/Task*	School										
		National										
Welsh	Teacher assessment	School										
		National										
	Test/Task	School										
		National										
Mathematics	Teacher assessment	School	0	0	0	0	0	7	21	43	29	
		National	0	0	2	0	1	3	15	47	32	
	Test/Task*	School										
		National										
Science	Teacher assessment	School	0	0	0	0	0	14	7	29	50	
		National	0	0	2	0	0	2	11	51	34	
	Test/Task*	School										
		National										

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by Teacher Assessment		by Test*	
In the school	57	In the school	
In Wales	81	In Wales	

- 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

\* Pupils did not sit the formal test/task in 2005

## Appendix D

### Evidence base of the inspection

A team of three inspectors spent a total of six inspector days in the school.

- Pre inspection discussions about the life and work of the school were held with the head teacher and staff, the governing body and parents.
- Twenty-six lessons were observed in whole or in part, and all classes were observed.
- Inspectors also attended acts of collective worship.
- Eleven responses to the parents'/carers' questionnaire were analysed.
- During the inspection, discussions were held with the head teacher, senior managers, teachers, support and administrative staff and groups of pupils in the school.
- Pupils were observed throughout the school day, including breaktimes, lunchtimes and when entering and leaving school.
- The school's self-evaluation report, policy documents, schemes of work and other documentation were read, analysed and discussed with the head teacher and staff.
- A wide range of pupils' past and present work was examined.
- Post inspection meetings were held with the governors, head teacher and staff.

## Appendix E

### Composition and responsibilities of the inspection team

Team member	Responsibilities
Jim Hewitt Registered Inspector	Context, Summary, Recommendations, Appendices, Contributions to: Key Question 1 Key Question 2 Key Question 4 Key Question 5 Key Question 6 Key Question 7 English Information technology Art
Delyth Parris Team inspector	Key Question 1 Key Question 2 Key Question 3 Key Question 4 Key Question 7 Early Years Mathematics Music
Caterina Lewis Team Inspector	Key Question 3 Key Question 4 Key Question 5

The contractor was:

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### Acknowledgement

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