

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

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

School Number: 6812106

Date of Inspection: 12-14 February 2007

by

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

The inspection of Glyncoed Junior School took place between 12/02/07 and 14/02/07. An independent team of inspectors, led by Merfyn Lloyd Jones undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a **standard** inspection.

Year groups and key stages

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

The term 'Reception' (R) refers to the year group of pupils in a primary school who reach the age of 5 during the academic year. Year 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. Glyncoed Junior School is located on a large housing development on the outskirts of Cardiff. It serves a diverse residential area including Housing Association managed flats and homes, and both rented and owner occupied housing.
2. The school caters for pupils between the ages of seven and eleven. Pupils transfer from the Glyncoed Infant School, which is located on the same site. The majority of the pupils have English as their first language but a sizeable minority; about twenty five per cent have a home language, which is not English.
3. The school confirms that pupils come from a wide range of backgrounds with a significant number of socially and economically disadvantaged homes. Twenty four per cent of the pupils receive free school meals.
4. There are 201 full time pupils on roll and represent the full ability range. Two pupils have a statement of special educational needs although there are a further 37 identified who are on either school action or school action plus who receive extra support. The school is organised into eight full time classes.
5. End of key stage 2 assessments, have been above the Local Authority and national targets for the past three years.
6. The school was last inspected in March 2001. The current head teacher has been in post since September 1990.

The school's priorities and targets

7. The school's main priorities and targets for 2006-2007 include:
 - increasing the number of pupils who achieve above level four in mathematics;
 - improving standards in writing throughout the school;
 - continuing to improve teaching and learning in information and communications technology throughout the school;
 - raising the achievement of ethnic minority pupils in line with the Local Authority averages.

Summary

8. Glyncoed is a good school with many outstanding features. It is a warm friendly school, which provides a happy secure environment where pupils are keen to learn. All pupils progress well in their learning and achieve good standards. Staff are hard working and dedicated and very good team work is evident throughout the school.
9. Good progress has been made since the last inspection. The grades awarded by the school for each key question match those made by the inspection team in all but one question. It is the view of the inspection team that the school has underestimated the quality of teaching, training and assessment and has therefore awarded a grade 1 for this area of work.

Table of grades awarded

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

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

Standards

10. Overall, the standards achieved in the areas of learning and subjects inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	93%	7%	0%	0%

11. The standards of achievement in the lessons observed are considerably higher than the Welsh Assembly Government (WAG) all-Wales target that by 2007, 98 per cent of standards should be Grade 3 or better and 65 per cent Grade 2 or better.

12. At key stage 2, the standards of achievement in the subjects inspected are as follows:

Subject	Key Stage 2
English	Grade 2
Mathematics	Grade 2
History	Grade 2
Music	Grade 2
Physical Education	Grade 2
Religious Education	Grade 1

13. At the end of key stage 2 in 2006, teacher assessments show that the percentage of boys achieving level 4 or better in English was above the local authority and national average. There was a dip in the girls' performance in 2006 as a significant number of non English speaking pupils entered year 6. However, in the previous 7 years the performance of girls has been above the Local Authority and national average on 5 out of 7 occasions. In mathematics and science the school's results were above the local authority and national averages. When compared with similar schools across Wales using the free school meals indicator, the school was placed in the top 25 per cent of schools for science, top 50 per cent for mathematics and the bottom 50 per cent for English. Trends in performance show a steady improvement with the maintenance of high standards. Analysis of results indicates generally consistent performance.
14. Pupils with special educational needs (SEN) make good progress and achieve the targets set for them. Looked after children and those with English as an additional language, make good progress relative to their age and ability. There are no differences in standards of achievement of pupils from different social background or race.
15. Relative to their age and ability, learners achieve well across the curriculum. Teachers set challenging targets for all pupils who successfully achieve these. Pupils have a good understanding of their strengths and shortcomings and what they need to do to improve their work.
16. Pupils' ability to work independently, in pairs and as part of a group is generally well developed. However, opportunities for pupils to plan and organise their own work with minimum supervision, using their own initiative and making decisions to improve their own learning requires further development.
17. The majority of pupils make good progress and reach good standards in speaking, listening, reading and writing. All pupils make very good use of information and communications technology (ICT) to support learning in all areas of the curriculum.
18. By the end of the key stage, the majority of pupils have a good grasp of numeracy skills and apply them accurately in different situations.

19. Pupils enjoy collaborating on creative and problem solving activities and use an appropriate range of strategies to explore ideas creatively in a number of media. The quality of work by some pupils is of a very high standard.
20. Bilingual competence is developing well. Oracy skills in English for those pupils who have English as a second language are particularly well developed by the time they leave the school. In Welsh, pupils confidently use known phrases in dialogue with adults and are beginning to initiate discussion with their peers but this requires further development.
21. Pupils make good progress in their personal and social development. Pupils are considerate, friendly and polite to each other, staff and visitors. Their attitude to learning, the interest they show in their work and their ability to sustain concentration is again a strong feature across the school.
22. Throughout the school, pupils' understanding of equal opportunity issues is good. They recognise, understand and respect diversity of beliefs, attitudes and cultural traditions within a society.
23. Pupils are well prepared to play an active part in the local community. They are developing a good understanding of issues such as sustainability, recycling and what it means to be a global citizen.
24. Overall pupils' behaviour is very good. Pupils' manners and attitudes throughout the school day, including lunchtime, are excellent.
25. The average level of attendance during the three completed terms prior to the inspection was 92.3 per cent. The current level of absence is 6.2 per cent which places the school in the top 50 per cent against the National Assembly Target for comparable schools.

The quality of education and training

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

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
21%	70%	9%	0%	0%

27. This compares well with the figures in the Chief Inspector of Schools Annual Report for 2005-06 when the quality of teaching throughout Wales was a grade 2 in 62 per cent of lessons with 17 per cent having outstanding features.
28. Lessons judged to be outstanding had features that included:
 - excellent working relationships between pupils and all adults in the classroom;
 - very effective use of ICT to support teaching and learning;
 - very good subject knowledge enabling teachers to plan lessons competently and thoroughly, particularly for pupils' basic and key skills;

- very good early identification of pupils' needs and use of assessment information to set work at the right level for pupils of all ages and abilities.
29. Other good features evident in all lessons were:
- good planning with clear learning objectives;
 - very good support given in lessons;
 - good use of pupils to demonstrate what they have learnt;
 - good questioning techniques and high expectations that challenge and stimulate pupils;
 - lively and energetic delivery that motivates and excites pupils.
30. In the very few lessons judged to have some shortcomings the:
- behaviour of a few boys is not always effectively managed.
31. Teachers are well trained and have high expectations of their pupils. Planning is clear and learning objectives are shared and discussed with pupils at the start of each lesson. Year group teachers plan together and this ensures consistency between classes.
32. There are excellent working relationships in all classrooms. Teachers are fully aware of the needs of individual pupils and provide appropriate support. Good provision is made for pupils' bilingual development.
33. The quality of assessment is very good. Pupils' work is marked regularly and teachers' comments are encouraging. On-going teacher assessments provide information and evidence to support planning for pupils' further needs.
34. Positive reinforcement of pupils' success during lessons helps pupils to understand their achievements. The majority of pupils have a good understanding of how well they are achieving and what they need to do in order to improve their work. However, they need to develop further their ability to do this independently of the teacher.
35. Annual reports to parents on their child's progress fully meet statutory requirements.
36. The whole ethos of the school is geared towards developing the very best learning opportunities for pupils. Subject co-ordinators have devoted much energy and effort into developing a curriculum that is relevant, balanced and meets learners' needs and aspirations well.
37. The school offers an extensive range of good quality experiences to support pupils' learning both within and beyond the school day.
38. The overall provision for pupils' spiritual, moral, social and cultural development has many outstanding features. The school motto "caring, sharing, achieving" permeates the whole ethos of school life and is reflected in pupils very positive attitudes to each other and their learning.

39. Cultural experiences permeate school life, and in assemblies and lessons pupils regularly debate and discuss issues that arise from living as part of a multi-cultural, multi-faith society. The promotion of racial equality is a very high priority.
40. Positive links have been established between the school, parents, and the local community and other schools and colleges. The school is pro-active in forging links with the world of work.
41. The learning experiences to tackle social disadvantage and stereotyping are a very strong and effective feature. Planning for the development of the other languages present in the school is an outstanding feature.
42. The school is very positive and effective in providing the learning experiences to promote pupils' understanding of sustainability and global citizenship. The school is fully committed to national priorities for lifelong learning and community regeneration.
43. The quality of care, support and guidance provided for pupils is good with many outstanding features. The school is a close community where every one is valued.
44. Personal, social and health education is thoroughly planned and this has a positive impact on pupil's emotional and general well being, helping them to become mature and responsible. Effective child protection procedures are in place.
45. The quality of provision for pupils who have additional learning needs is exemplary. Support and guidance for all these pupils is carefully tailored to ensure that they are helped to reach their full potential.

Leadership and management

46. The quality and effectiveness of leadership and management has many outstanding features and include:
 - clear direction and values;
 - the leadership role of subject and inclusion co-ordinators;
 - setting challenging targets which focus on raising achievement;
 - clear policies which help to promote equality of opportunity.
47. A very effective leadership team and curriculum co-ordinators have a clear overview of the school's strengths and areas for development. They lead by example, providing excellent role models. The target setting process is rigorous and successful. The systematic approach ensures both realistic and challenging targets match the abilities of individual pupils.
48. Governors help to set the school's strategic direction and regularly monitor and evaluate developments in all aspects of school life. They also have an excellent oversight of the budget and supervise expenditure extremely well. All statutory policies and documents have been adopted and implemented.

49. There are however, two Local Authority vacancies on the existing governing body, which could enhance the expertise within the membership.
50. The self-evaluation report prepared for the inspection is a thorough document that identifies the school's main areas of strength and development. The school has established procedures that are comprehensive, systematic and based on clear evidence. There are clear links between the findings of the self-evaluation exercise and priorities in the school improvement plan. The outstanding features associated with this are of work include:
 - the culture of self-evaluation;
 - the quality of monitoring by subject and inclusion co-ordinators;
 - the effectiveness of planning which focuses on raising standards.
51. The school has a very good level of staffing to meet the needs of pupils and support the curriculum. Teachers are appropriately qualified and experienced and are effectively deployed.
52. Learning resources are of a very good quality and are readily accessible to staff and pupils alike. The school has outstanding systems in place to ensure that all resources are fully utilised to support teaching and learning.
53. Overall, the school building is in good condition. The internal and exterior of the buildings are well kept, clean and tidy. The outstanding colourful displays within all areas of the school make a considerable contribution to creating a stimulating environment for learning and celebrate pupils' work.
54. The school administrative team, caretaker, cleaners, lunch time supervisors and canteen staff provide effective support and ensure that day-to-day routines are smooth and efficient.
55. The school provides very good value for money.

Recommendations

In order to improve the school in the areas inspected, the staff and governing body need to:

- R1 continue to maintain the outstanding standards in aspects of school life;
- R2 continue to develop the awareness of pupils in what they need to do in order to improve their work and involve them more in identifying their own targets for improvement;
- R3 provide more opportunities for pupils to take responsibility for their own work;
- R4 work with the Local Authority to fill the LA vacancies on the governing body.

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

56. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
57. Overall, the standards achieved in the areas of learning and subjects inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	93%	7%	0%	0%

58. The standards of achievement in the lessons observed are considerably higher than the Welsh Assembly Government (WAG) all-Wales target that by 2007, 98 per cent of standards should be Grade 3 or better and 65 per cent Grade 2 or better.
59. At key stage 2, the standards of achievement in the subjects inspected are as follows:

Subject	Key Stage 2
English	Grade 2
Mathematics	Grade 2
History	Grade 2
Music	Grade 2
Physical Education	Grade 2
Religious Education	Grade 1

60. Pupils with special educational needs (SEN) make good progress and achieve the targets set for them. Looked after children and those with English as an additional language, make good progress relative to their age and ability. There are no differences in standards of achievement of pupils from different social background or race.
61. At the end of key stage 2 in 2006, teacher assessments show that the percentage of boys achieving level 4 or better in English was above the Local Authority and national average. There was a dip in the girls' performance in 2006 as a significant number of non English speaking pupils entered year 6. However, in the previous 7 years the performance of girls has been above the Local Authority and national average on 5 out of 7 occasions. In mathematics and science the school's results were above the Local Authority and national averages. When compared with similar schools across Wales using the free school meals indicator, the school was placed in the top 25 per cent of schools for science, top 50 per cent for mathematics and the bottom 50 per cent for English. Trends in performance show a steady improvement with the

maintenance of high standards. Analysis of results indicates generally consistent performance.

62. Relative to their age and ability, learners achieve well across the curriculum. Teachers set challenging targets for all pupils who successfully achieve these. This is clearly evident in the high standards observed and the confident manner in which pupils, recall previous work, both during lessons and in discussion with inspectors. Pupils have a good understanding of their strengths and shortcomings and what they need to do to improve their work.
63. Pupils' ability to work independently, in pairs and as part of a group is generally well developed. However, opportunities for pupils to plan and organise their own work with minimum supervision, using their own initiative and making decisions to improve their own learning requires further development.
64. The majority of pupils make good progress and reach good standards in speaking, listening, reading and writing. Pupils throughout the school listen attentively to presentations by their teachers and to each other. They are interested in their work and respond enthusiastically during discussion time. This is an outstanding feature throughout the school. They are confident when they ask questions and give extended answers when explaining an idea or expressing an opinion.
65. The majority of pupils read with fluency, confidence and understanding. The skills they have learnt are used effectively when researching topics, when using reference books, CD ROMs and the internet. Pupils write with accuracy in a range of styles and contexts.
66. All pupils make very good use of information and communications technology (ICT) to support learning in all areas of the curriculum.
67. By the end of each key stage, the majority of pupils have a good grasp of numeracy skills and apply them accurately in different situations. They have a good understanding of shape and space, are competent in handling data and are developing appropriate investigation skills.
68. Pupils enjoy collaborating on creative and problem solving activities and use an appropriate range of strategies to explore ideas creatively in a number of media. The quality of work by some pupils is of a very high standard.
69. By the end of key stage 2, pupils have a good understanding of the importance of key skills for lifelong learning and demonstrate particular competence in using these to further their learning.
70. Bilingual competence is developing well. Oracy skills in English for those pupils who have English as a second language are particularly well developed by the time they leave the school. In Welsh, pupils confidently use known phrases in dialogue with adults and are beginning to initiate discussion with their peers but this requires further development.

71. Pupils make good progress in their personal and social development. Pupils are considerate, friendly and polite to each other, staff and visitors. They move around the school in a quiet, orderly and courteous manner. They have very good awareness of moral values such as honesty, fairness and consideration for others and they demonstrate this attitude towards each other during the day.
72. Their attitude to learning, the interest they show in their work and their ability to sustain concentration is again a strong feature across the school. They show enthusiasm in what they do and work diligently with a high degree of concentration. They are happy to ask questions in the knowledge that their effort will be appreciated.
73. Throughout the school, pupils' understanding of equal opportunity issues is good. They recognise, understand and respect diversity of beliefs, attitudes and cultural traditions within a society.
74. Pupils are well prepared to play an active part in the local community. They are developing a good understanding of issues such as sustainability, recycling and what it means to be a global citizen.
75. Overall pupils' behaviour is very good. Pupils' manners and attitudes throughout the school day, including lunchtime, are excellent. In discussion, pupils clearly understand what is expected of them. There are rarely any incidents of bullying or inappropriate behaviour. There have been four temporary exclusions during the past twelve months.
76. The average level of attendance during the three completed terms prior to the inspection was 92.3 per cent. The current level of absence is 6.2 per cent which places the school in the top 50 per cent against the National Assembly Target for comparable schools. Attendance levels do fluctuate mainly during the Spring and Summer terms and this is due to holidays being taken during term times as well as some heritage visits by some of the ethnic pupils.
77. In the majority of cases punctuality was good but there were a few pupils who were observed arriving late to morning registration. No pupils were observed arriving late to lessons.

The quality of education and training

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

Grade 1: Good with outstanding features

78. The findings of the inspection team do not match the judgement of grade 2 which the school has awarded itself for this key question. It is the view of the inspection team that the school has underestimated the quality of teaching, training and assessment and has therefore awarded a grade 1 for this area of work.

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

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
21%	70%	9%	0%	0%

80. This compares well with the figures in the Chief Inspector of Schools Annual Report for 2005 - 06 when the quality of teaching throughout Wales was a grade 2 in 62 per cent of lessons with 17 per cent having outstanding features.

81. Lessons judged to be outstanding had features that included:

- excellent working relationships between pupils and all adults in the classroom;
- very effective use of ICT to support teaching and learning;
- very good subject knowledge enabling teachers to plan lessons competently and thoroughly, particularly for pupils' basic and key skills;
- very good early identification of pupils' needs and use of assessment information to set work at the right level for pupils of all ages and abilities.

82. Other good features evident in all lessons were:

- good planning with clear learning objectives;
- very good support given in lessons;
- good use of pupils to demonstrate what they have learnt;
- good questioning techniques and high expectations that challenge and stimulate pupils;
- lively and energetic delivery that motivates and excites pupils.

83. In the very few lessons judged to have some shortcomings the:

- behaviour of a few boys is not always effectively managed.

84. Teachers are well trained and have high expectations of their pupils. They are supported by an effective professional development programme, the outcome of which can be seen in practice.

85. Planning is clear and learning objectives are shared and discussed with pupils at the start of each lesson. Year group teachers plan together and this

ensures consistency between classes. All teachers use a range of teaching strategies to stimulate pupils' learning. Resources are used very effectively to enhance the quality of lessons.

86. There are excellent working relationships in all classrooms. Teachers are fully aware of the needs of individual pupils and provide appropriate support. All members of staff are fully committed to equal opportunity, regardless of gender, ability or race. All pupils are treated fairly and with respect. Very good team work is evident with all adults across the school.
87. Good provision is made for pupils' bilingual development. The use of incidental Welsh is a common feature inside and outside the classroom and pupils are very enthusiastic about their efforts. All staff have a very positive attitude towards the language. The support for pupils who have English as an additional language is appropriate and varied. The use of incidental Welsh makes a positive contribution towards pupils' bilingual competence.
88. The quality of assessment is very good. Pupils' work is marked regularly and teachers' comments are encouraging. Teachers often write comments that explain how pupils can improve their work. On-going teacher assessments provide information and evidence to support planning for pupils' further needs. Assessment is linked to the planning cycle and provides valuable feedback to teachers and curriculum leaders about success and future development needs.
89. Positive reinforcement of pupils' success during lessons helps pupils to understand their achievements. The majority of pupils have a good understanding of how well they are achieving and what they need to do in order to improve their work. However, they need to develop further their ability to do this independently of the teacher.
90. Annual reports to parents on their child's progress fully meet statutory requirements. They provide parents with information about how well their child is doing and how they can help with their progress.

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

Grade 1: Good with outstanding features
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91. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
92. The whole ethos of the school is geared towards developing the very best learning opportunities for pupils. Subject co-ordinators have devoted much energy and effort into developing a curriculum that is relevant, balanced and meets learners' needs and aspirations well. It fully meets all statutory requirements, including good provision for pupils' health education, personal and social development and collective worship.

93. It is planned conscientiously and progressively to ensure that rich and interesting experiences are provided for all pupils, including able learners, those with special educational needs and those with English as an additional language. This is an outstanding feature.
94. Teachers plan thoroughly for pupils to develop their basic and key skills of literacy, numeracy and ICT. The school has successfully obtained the Basic Skills Quality Mark for the third time. Pupils work creatively and expressively. Regular good quality role-play, debate and discussion help pupils form opinions on issues that affect their own and others lives. Their reading skills are promoted well when they use books and the internet to seek information and investigate the past and the world around them.
95. The school offers an extensive range of good quality experiences to support pupils' learning both within and beyond the school day, enabling pupils to participate in a wide range of sporting, musical, and other educational activities that broaden and enhance their curricular development. This is another outstanding feature.
96. Expertise from outside agencies enhances pupils learning, such as Indian dancers, an environmental care agency, drumming band, historians, authors, musicians, spiritual leaders and sporting coaches. The contribution of volunteers from the community, who support pupils' learning, is greatly valued. Visits to the community, to participate in dance and sporting festivals are another strong feature of provision.
97. The overall provision for pupils' spiritual, moral, social and cultural development has many outstanding features. The school motto "caring, sharing, achieving" permeates the whole ethos of school life and is reflected in pupils very positive attitudes to each other and their learning.
98. All staff endeavour to provide good role models and work hard to create an atmosphere where, as pupils reflect on their experiences, they are helped towards a mature and thoughtful response.
99. Assemblies are purposeful occasions, of a broadly Christian nature, that offer good social and moral guidance and a strong respect for diversity, both within the school and in society. This is supported well by work in lessons such as religious education. Pupils are encouraged to support those who are less well off through regular charitable work, both at home and abroad and this helps them to appreciate that there are people in the world that are less well off than they are.
100. Cultural experiences permeate school life, and in assemblies and lessons pupils regularly debate and discuss issues that arise from living as part of a multi-cultural, multi-faith society. The promotion of racial equality is a very high priority and in recent years has helped the school to successfully integrate a large number of pupils from minority ethnic groups. Of note is the highly developed link with a school in Lesotho, where pupils of Glyncoed

recently raised money for new toilets. Pupils correspond regularly with letters and photographs and staff exchange visits.

101. Positive links have been established between the school, parents, and the local community and other schools and colleges. Parents are well informed of all school activities and participate in the daily life of the school in various ways. Home /School agreements are in place and these give a clear indication of respective responsibilities. Parents are always welcomed at the school to discuss the progress of their children. Effective use is made of all the links to enhance the learning experience of the pupils both internal and external. The college links have been used effectively to accommodate teacher training placements.
102. The school is pro-active in forging links with the world of work and a number of teachers have already experienced business placements and some training. This is helping them to enrich and develop the curriculum. Pupils have experienced opportunities to visit local businesses, such as a supermarket, where they studied packaging procedures. They have raised funds and organised the development of a play area at the school, thereby promoting their entrepreneurial skills. The school is keen to extend this aspect further.
103. The promotion of pupils' Welsh bilingual skills is good with no important shortcomings. Planning for the inclusion of *Y Cwricwlwm Cymreig* is also good and positively reinforces pupils' understanding of the culture and heritage of Wales.
104. The learning experiences to tackle social disadvantage and stereotyping are a very strong and effective feature. The relevant statutory policies and practices are in place, the result of which is evident with the smooth integration of pupils from different ethnic and cultural backgrounds being accepted as a norm with all pupils supporting one another.
105. Planning for the development of the other languages present in the school is an outstanding feature. Pupils from minority ethnic groups are supported and encouraged to write in their home languages, and all pupils have learned a small bank of familiar words and phrases to aid communication. This helps build self-confidence and esteem, thereby supporting integration.
106. Good use is made of external expertise as well as the appointment of an Inclusion co-ordinator to ensure that no child is at a disadvantage in accessing any aspect of the curriculum.
107. The school is very positive and effective in providing the learning experiences to promote pupils' understanding of sustainability and global citizenship. The relevant policy is in place to ensure this. The school acts in a sustainable way via various initiatives such as recycling energy and water saving as well as encouraging a clean and safe environment. There is an active Eco Club and the school has been successful in achieving an International Green Flag Award for its sustainable work. Pupils are effectively encouraged to become good global citizens and to understand what it means.

108. The school is fully committed to national priorities for lifelong learning and community regeneration. Parents value the wrap around facilities that the school offers, both at the start and end of the school day. Pupils value their decision-making opportunities available to them, through membership of the Children's University, the School Council and Eco committee.

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

Grade 1: Good with outstanding features
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109. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
110. The school is a close community where every one is valued. Visitors and parents are made most welcome. Outstanding relationships between staff and pupils are evident throughout the school. Staff know the pupils very well and are concerned for their safety and well being. Pupils say they are safe and happy in school and enjoy their lessons. Parents confirm this.
111. Meaningful and constructive relationships have been developed with parents to ensure that pupils make good progress. Some parents help in lessons and they make a very good contribution to pupils' learning. Members of the local community, including those who help develop pupils' reading skills are highly valued. Links with other outside agencies are equally supportive
112. An effective structured induction programme is in place to ensure a close working relationship between the school and the adjoining infant school. Pupils in year 6 listen to prospective pupils read and this helps pupils to settle quickly when they transfer. Teaching and curricular links help to make transition a seamless exercise. An equally effective induction programme has been established with the local high school.
113. Personal, social and health education is thoroughly planned and this has a positive impact on pupil's emotional and general well being, helping them to become mature and responsible. A strong emphasis is placed on values of right and wrong and fair play. This is an outstanding feature of provision.
114. An effective Buddy System, the peer support programme and decision making within the School Council and Eco Committee all help pupils to realise their contributions are valued.
115. Appropriate attention is given to sex education, drugs misuse, healthy lifestyles and environmental care. The school has very good links with specialist support services, such as the Educational Psychologist, who help to assess need.
116. The school has very effective policies and practices to monitor pupils' punctuality, attendance, behaviour and performance; these fully meet statutory requirements. When necessary, good use is made of the Local Authority

education welfare officer. Parents are regularly reminded of the importance of attendance. An effective reward system is in place to encourage good attendance and behaviour.

117. There are good arrangements in place to ensure the safety, health and well-being of staff and pupils. All staff have received first aid training and there are two teachers identified as first aiders. All staff are aware of the procedures in the event of an accident.
118. Effective child protection procedures are in place. The school policy meets statutory requirements and there are two nominated members of staff with designated responsibilities for this area. All members of staff are aware of the policy and the steps to be taken in the event on an incident. All staff have received basic training on the recognition of possible symptoms of child abuse.
119. The quality of provision for pupils who have additional learning needs is exemplary. Support and guidance for all these pupils is carefully tailored to ensure that they are helped to reach their full potential. Outstanding features include:
 - careful tracking of pupils' progress through the school. Evidence shows that a large number of pupils who had special educational needs, have been taken off the special needs register. Others have met and even exceeded their targets;
 - support assistants who are exceptionally well trained and deployed;
 - supporting pupils who have English as an additional language, wherever possible in their home language;
 - individual behaviour and educational plans that are imaginatively compiled to be child friendly;
 - very detailed comments in home/school books enable teachers and parents to follow progress closely and quickly identify any potential concerns.
120. The quality of provision for equal opportunities is an exceptionally strong feature and the high priority given to the inclusion of all pupils in the daily life and work of the school is commendable. Staff fully recognise the diversity of pupils backgrounds and strive hard to support them equally, whatever their social, educational, linguistic or ethnic need.
121. All staff have embraced gender equality effectively and stereotypes are rigorously challenged. Recently, for example, the English co-ordinator completed an audit of school resources and unsuitable ones were disposed of. Issues of boy/girl achievement have been addressed successfully.
122. Good race relations are effectively promoted through the curriculum, particularly the personal and social education programme, where diversity is celebrated and respected. A culture of mutual support is evident throughout the school. The school has been able to embrace pupils from minority ethnic groups with much enthusiasm and care because this issue is at the heart of

the school's inclusion programme and both staff and pupils have been helped to recognise and respect diversity.

123. The school does not tolerate bullying, harassment or oppressive behaviour. This is because staff are efficient in promoting the school's behaviour and bullying policies. During the inspection pupils drew attention to posters that they have created, which are displayed around the school, which make clear the school's expectations. Pupils say that poor behaviour and bullying are rare because playground "Buddies" are always on hand to help.
124. An action plan to make the school more accessible to disabled learners has been operating for 3 years and much has already been done in terms of access to the building. Access to curricular and enrichment activities have also been successfully addressed.

Leadership and management

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

Grade 1: Good with outstanding features

125. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
126. The particular outstanding features identified include:
 - clear direction and values;
 - the leadership role of subject and inclusion co-ordinators;
 - setting challenging targets which focus on raising achievement;
 - clear policies which help to promote equality of opportunity.
127. Leadership consistently and effectively provides clear direction for the work of the school, with a strong emphasis on improving standards. The school's vision statement, aims and values are well known, clearly understood by staff, parents and governors and are reflected in the positive attitude by everyone towards learning.
128. A very effective leadership team and curriculum co-ordinators have a clear overview of the school's strengths and areas for development. They lead by example, providing excellent role models, and have created a very good working environment, within which staff interests and expertise are used extremely well. Support and guidance for newly appointed staff and induction procedures are very effective.
129. The target setting process is rigorous and successful. The systematic approach ensures both realistic and challenging targets match the abilities of individual pupils.
130. Policies, including those for equal opportunities, racial equality and personal and social development, have clear aims and reflect the school's commitment to attaining high levels of achievements in both academic and personal developments. They are understood and implemented by staff and governors.
131. Clear emphasis is placed on national and local priorities. Teachers follow national guidelines in promoting pupils' awareness of healthy eating, sustainable development and global citizenship. This is reflected in the overall high standards achieved.
132. The school works closely with other local schools, often exchanging and developing new initiatives.
133. There is a very effective staff appraisal system, which results in each member of staff having agreed targets which focuses on pupil progress and their own

professional development needs. These arrangements are very well managed.

134. Governors are very supportive of the school and are regularly provided with information about the school's work by the head teacher and staff. The role of governors as a 'critical friend' is very well established.
135. Governors help to set the school's strategic direction and regularly monitor and evaluate developments in all aspects of school life. They also have an excellent oversight of the budget and supervise expenditure extremely well.
136. Governors meet regularly each term and fully meet all regulatory and legal requirements. The Governors' Annual Report to Parents is comprehensive and meets all regulatory requirements. All statutory policies and documents have been adopted and implemented.

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

Grade 1: Good with outstanding features
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137. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
138. The particular outstanding features identified include:
 - the culture of self-evaluation;
 - the quality of monitoring by subject and inclusion co-ordinators;
 - the effectiveness of planning which focuses on raising standards.
139. The self-evaluation report prepared for the inspection is a thorough document that identifies the school's main areas of strength and development. The school has established procedures that are comprehensive, systematic and based on clear evidence. There are clear links between the findings of the self-evaluation exercise and priorities in the school improvement plan.
140. The report focuses appropriately on those areas of learning, which will improve achievement. The grades awarded by the school for each key question match those made by the inspection team in all but one question. It is the view of the inspection team that the school has underestimated the quality of teaching, training and assessment and has therefore awarded a grade 1 for this area of work.
141. Pupils' views are sought and respected by the school. Members of the school council make an important contribution to improving everyday life; as a result pupils are developing confidence in presenting ideas and reaching decisions. Parents have regular opportunities to share their opinions with staff.
142. Monitoring, evaluating and review time is provided for all staff to develop their subjects. Their roles are well defined and understood, and the collaborative

and supportive network of help and support throughout the school is a particular strength. They collect evidence of how well pupils are doing by examining their work, analysing test results and through classroom visits. They make good use of this information to bring about improvements.

143. The school improvement plan clearly identifies priorities, targets, responsibilities and costs and the leadership team, subject co-ordinators and governors ensure that each element is effectively supported with the necessary resources. Termly evaluation of progress is made following careful monitoring.
144. The governors are well informed of the progress the school is making towards achieving its targets. They contribute to the process of self-evaluation fully. The governors have an annual plan of action and a development plan in the school improvement plan. The knowledgeable and committed Chair of governors takes the lead in both challenging and supporting the head teacher and staff in furthering the work of the school.
145. The school has addressed all the issues identified in the last inspection report and has made good progress since the last inspection.

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

Grade 1: Good with outstanding features
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146. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
147. The school has a very good level of staffing to meet the needs of pupils and support the curriculum. Teachers are appropriately qualified and experienced and are effectively deployed. The head teacher and governors skilfully manage the budget and maintain a very good pupil teacher ratio. The school employs several teaching assistants who make an outstanding contribution to the overall quality of learning.
148. The outstanding team spirit within the school ensures that staff work well together, sharing views and experience in the best interest of pupils.
149. Learning resources are of a very good quality and are readily accessible to staff and pupils alike. Effective planning ensures that considerable investment is made in resources for learning to cater for the needs of pupils. All year groups have interactive whiteboards and there are sufficient computers within each class.
150. The school is well stocked with books and materials. Resources in the library are also very good and carefully selected. An outstanding feature of the provision is the school's substantial investment in ICT resources, which have had a considerable impact on the standards of ICT within the school.

151. Overall, the school building is in good condition. The internal and exterior of the buildings are well kept, clean and tidy. Classrooms are of adequate size to accommodate the pupils and provide a suitable and effective learning environment. Storage space however is limited but the space available is utilised to its best advantage.
152. The outstanding colourful displays within all areas of the school make a considerable contribution to creating a stimulating environment for learning and celebrate pupils' work.
153. The school has outstanding systems in place to ensure that all resources are fully utilised to support teaching and learning. Priorities for further development are well identified within the school improvement plan and careful consideration is given to costs and benefits to the school. Co-ordinators take responsibility for resourcing their subjects after consultation with all staff. Bids are then submitted to the head teacher based on a subject action plan linked to the school's priorities and requirements, which are then evaluated based on success criteria.
154. Very strong emphasis is placed on the continuous professional development of staff. Teachers update their teaching skills and knowledge by attending in-service training sessions, which are well matched to the needs, requirements and priorities of the school and to the personal development of individual members of staff. The school actively seeks and takes advantage of opportunities to obtain grants and bursaries to further extend these opportunities.
155. The very good and efficient organisation of teachers' preparation, planning and assessment time enables year group partners to be released together in order to ensure progression, continuity and consistency in pupils' learning and assessment. Effective use is made of the expertise of teachers and instructors employed to cover for colleagues during these sessions.
156. The school administrative team, caretaker, cleaners, lunch time supervisors and canteen staff provide effective support and ensure that day-to-day routines are smooth and efficient.
157. The head teacher and the supportive governing body regularly review and evaluate the use of resources in order to ensure that pupils' standards of achievement are maintained and developed according to the priorities and targets set by the school. The school makes generous budgetary provision to support extra clerical and support staff to release teachers to focus on quality and standards. This is an outstanding feature of the provision.
158. The school provides very good value for money.

Standards achieved in subjects and areas of learning

English

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

Good features

159. Pupils know that language is used for a wide range of purposes. They make good progress in all their language skills and standards of achievement are good.
160. Pupils make good progress in their speaking skills, expressing their ideas fluently, clearly and confidently. They ask pertinent and thoughtful questions. Younger pupils respond enthusiastically to teachers' questions and are keen to contribute to discussion.
161. Older pupils speaking skills are put to good use when they work independently to share their ideas in "brainstorming" sessions and effective role-play. When they plan, prepare and perform a short presentation of their own choice to the rest of the class, year 6 pupils speak clearly and confidently, expressing their ideas well.
162. Pupils' listening skills are good throughout the school. They listen attentively to the teachers and to each other.
163. Reading skills are developing well across the school. Many pupils are enthusiastic, competent readers. This is because they have the phonic knowledge to tackle new words and they enjoy the many new and interesting books that are available to them. They read for pleasure but also to find out information. More able pupils read accurately and fluently, with good expression. Older pupils express personal preferences with their reading but most enjoy both fiction and non-fiction. Reading at home is well established and benefits pupils' learning.
164. Pupils are achieving well with their writing development. They use descriptive words and strong imagery to create interest, and an adventurous use of strategies such as onomatopoeia, simile and metaphor engage the reader. They are beginning to link ideas and overall writing is lively and imaginative. Pupils write for a wide range of purposes, such as poetry, narrative and imaginative story writing, letters, instructions and lists, which benefits their development. In most classes handwriting is fluent, legible and well presented. Many good examples of extended writing can be seen in pupils' books with evidence of clarity and organisation.
165. Good quality persuasive and instructional writing in letter, poster and other forms is well presented, with clear arguments for or against a proposal thoughtfully recorded. When they create letters of protest about child labour practices, pupils use a strong vocabulary to express their disgust at such practices.

166. Of note is the good writing development of pupils with English as an additional language. These pupils are encouraged and supported to enable them to write, at length in their home languages, this work being translated and read to the rest of the class. This gives these pupils the confidence and ability to write on a range of topics.

Shortcomings

167. A number of pupils fail to use joined writing despite having the skill to do so.
168. In a minority of classes pupils do not always present their written work well. Some work is unfinished and there are few examples of extended writing.

Mathematics

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

Good Features

169. Pupils throughout the key stage are competent in using appropriate mathematical language.
170. As they progress through the key stage, the majority of pupils have developed a secure knowledge of the four rules of number and the relationship between them. They work methodically to solve simple problems. The more able pupils have the necessary skills to develop their own strategies for solving problems and are using these strategies both in working within mathematics and applying mathematics to practical contexts. The appreciation of place value is well established. The majority of pupils by the end of key stage 2 know their multiplication tables to 10 and beyond. Pupils respond quickly to mental exercises
171. Work on shape, space and measures is good. Pupils have a good understanding of the properties relating to a wide range of two and three-dimensional shapes. They understand the relationship between units of measure and can convert one metric unit to another. They use co-ordinates accurately to specify locations.
172. Work on fractions, percentages and decimals is good. Older pupils have a secure understanding of the relationship between them. The majority of pupils have a firm grasp of time using either the 12 or 24 hour clock.
173. Pupils collect data and represent them in tabular and graphical form. They label axes correctly. They interpret the information presented accurately with the more able pupils being able to discuss examples in which one graph might be a better way to represent information than another.
174. By the end of key stage 2, work on investigation and problem solving is developing well with pupils exploring patterns with numbers and recording their findings. In their work on probability, pupils have a good understanding of the language of chance and know that certain events are possible, others

are certain etc. By the end of key stage 2, they are becoming confident to ask questions and explore alternative ideas to support the development of their reasoning.

175. Pupils across the school use ICT effectively to support their learning.

Shortcomings

176. There are no important shortcomings.

History

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

Good features

177. Pupils' across the key stage have good awareness of chronology and make informed use of timelines and the use of phrases and terminology associated with the passing of time.
178. They ask and respond to historical questions in a purposeful and detailed manner and make intelligent comparisons between different historical sources through their own independent historical enquires. Pupils display good awareness of historical events in Wales.
179. In year 3, pupils understand that this country was inhabited by Celts and are aware of their origins and of the main features of their daily life, their clothing and jewellery. By referring to evidence from primary and secondary sources, pupils drew up a "Wanted" poster of Boudicca.
180. When researching information about the Elizabethan period, pupils in year 4 work independently to come to their own conclusions and understand that there are several outcomes to the interpretation of evidence. Pupils show good understanding of the way of life of that period by contrasting the conditions of life of the rich and the poor of that time.
181. In year 5, pupils become aware of how they contribute to historical information by creating their own book of historical facts about Cardiff. By recording their findings, they develop an understanding of the kinds of evidence required and of the many ways of recording it for future generations.
182. They are well informed about the characteristics of society in Victorian times. By comparing photographs and artefacts of the period, pupils compile thoughtful and reflective diaries describing the life and working conditions of a child in a workhouse.
183. Older pupils undertake good investigative work to discover the changes in British life in the decades since 1948. They successfully identify areas for further enquiry and sources for information and answers. They effectively describe the differences in artefacts over the past decades with those relevant to their own lives.

184. Visits by people who lived through the Second World War enable pupils to become aware of the main characters, events and life during that time. Their written accounts vividly describe the experience of being an evacuee. They show empathy and understanding of the situations and choices made by children at the time.
185. Pupils' historical skills and understanding are further enhanced by visitors and visits to places of historical interest.

Shortcomings

186. There are no important shortcomings.

Music

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

Good features

187. Standards of achievement in music are good across the school. Pupils enjoy their experiences across all the areas of musical learning and in special events at the school and assemblies.
188. The quality of pupils' singing is good because their learning benefits from good teaching. They sing tunefully in lessons and in assemblies in unison and in 2, and 3 parts.
189. After listening to music they appraise qualities that they like in drawing and writing. When they give their opinions and describe the feelings that the music invokes, they use a sensitive and appropriate vocabulary. They make sensible comparisons of the similarities and differences between pieces of music, and describe how the composers create mood and effects. They describe the work of a number of famous composers that they have listened to.
190. They recognise and name a wide range of musical instruments, and instrument groups, that are used in school and those that are used in the orchestra. They respond with enjoyment to music in the "Blues" style and when composing "Blues" music, they confidently generate ideas in their groups.
191. They handle and play instruments appropriately and gain pleasure from experimenting with different ways of creating "Blues" sounds. Their imaginations are captured by the rhythm and beat of the music and they work creatively and expressively to develop their own sounds in the same style. They confidently perform for the rest of the class in a traditional "Blues" style, and thoughtfully evaluate each others' performance.

Shortcomings

192. There are no important shortcomings.

Physical education

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

Good features

193. All pupils are appropriately dressed for activities, and understand the importance of this along with the need to show due regard to safety rules. They are aware that regular physical activities are important for a healthy life-style.
194. They undertake 'warm up' activities enthusiastically and understand the purpose of it. They respond well to instruction, showing good sporting behaviours as individuals, in pairs and in groups.
195. In their dance lesson, pupils show good control when exploring movements using the basic actions of travelling, jumping, turning, gesture and stillness. They respond well to taped instruction, linking their dance well to the story being told. They are aware of the right posture required to perform successfully.
196. In their gymnastics lesson pupils again respond well to instructions during the warm up activities and link actions fluently to form a sequence. They demonstrate good control and imagination, varying their methods of travel around the hall. Pupils adapt and refine their movements as they transfer weight from feet to hands, balancing, rolling and turning as they do so. They are confident and imaginative when working in pairs and in groups.
197. Evaluation of work is a strong feature of lessons. Throughout the school, pupils observe each other and offer positive feedback on movements.

Shortcomings

198. There are no important shortcomings.

Religious education

Key stage 2: Grade 1: Good with outstanding features

Good Features

199. Pupils throughout the school develop a secure knowledge of Christianity as required by the locally agreed syllabus. An outstanding area of work is pupils' understanding of other major faiths represented in Britain. They recognise that beliefs affect the life style of believers and develop an understanding of and respect for, different cultures and points of view, for example as they compare the different birthday celebrations in other countries.
200. They understand the meaning of spirituality through their experiences in collective worship and other subjects; this is an outstanding feature at the school.

201. Pupils are very knowledgeable about the rituals of the Christian religion. They talk about festivals and celebrations and relate these to their own life. They have a good understanding of the key events in the Christian calendar such as Easter and Christmas. They are aware of the significance of places of worship and feature within, for example, the use of the font during the christening ceremony.
202. Pupils are developing an understanding of the meaning of worship and prayer. They know a variety of prayers, which they recite during the day and they compose their own simple offerings. They discuss the necessity for rules in our society and the value of special events within families such as communion and baptism.
203. They have a good sense of self worth and the importance of family and friends in their daily lives. They are developing a broader perspective as they begin to study other aspects of religion in greater depth.
204. Pupils are beginning to discuss the importance of taking responsibility for their own actions. Pupils develop a good understanding of the significance of caring for our world and the creatures that live within it. Many pupils further develop their life skills and citizenship as they become involved in the work of the school council.

Shortcomings

205. There are no important shortcomings.

School's response to the inspection

The Head teacher, staff, Governors and pupils of Glyncoed Junior School are delighted with the judgement of the Inspection team that the school is good with many outstanding features. This is a view which is shared by everyone who has been involved with our targets for continued improvement since the last Inspection.

The very high percentages of Grades 1 and 2 achieved for standards of learning and quality of teaching reflect the dedication and commitment of all staff to the focused improvement of teaching and learning throughout the school. Pupils are recognised as having a vital role to play in structuring their own learning and knowing what to do in order to improve and the recommendations 2 and 3 will be a major aspect of the school's work in the future.

We are especially pleased with the recognition given to the caring and supportive ethos of the school based on our school motto. The Inspectors were able to witness outstanding features of the Caring, Sharing and Achieving theme in practice throughout the school and also between pupils at break-times and lunch-times.

The excellent provision made by the school for pupils with additional needs, including first language learners and more able pupils is a strong feature of the report, which again recognises the considerable professionalism of all staff in this area, teaching and non-teaching.

Leadership, management and the ability to make accurate and meaningful judgements of our provision as part of our self-evaluation process are also areas of outstanding practice mentioned in the report. This reflects the whole school approach to self-evaluation and the refining of the process over the past five years.

Finally, we are keen to acknowledge the professionalism and courtesy of the Inspection Team and the positive and supportive spirit in which the Inspection took place. The process not only validated the years of dedication and commitment by the whole staff, but has given the school a fresh impetus to achieve even more in the future.

Appendix 1

Basic information about the school

Name of school	Glyncoed Junior School
School type	Community Junior
Age-range of pupils	7 - 11
Address of school	Glyncoed Road, Pentwyn, Cardiff.
Postcode	CF23 7DW
Telephone number	02920 731693

Head teacher	Mr Mike O'Donovan
Date of appointment	September 1990
Chair of governors/ Appropriate authority	Mrs Sylvia Tabero
Registered inspector	Mr Merfyn Lloyd Jones
Dates of inspection	12 th – 14 th February 2007

Appendix 2

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	n/a	n/a	n/a	n/a	49	51	47	54	201

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	11	0	11

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	18.3:1
Pupil: adult (fte) ratio in nursery classes	n/a
Pupil: adult (fte) ratio in special classes	n/a
Average class size, excluding nursery and special classes	25:1
Teacher (fte): class ratio	1.4:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of School
Spring 2006	n/a	n/a	91.8
Summer 2006	n/a	n/a	91.1
Autumn 2006	n/a	n/a	93.8

Percentage of pupils entitled to free school meals	24
Number of pupils excluded during 12 months prior to inspection	4

Appendix 3

National Curriculum Assessment Results End of Key Stage 2:

National Curriculum Assessment KS2 Results 2006							Number of pupils in Y6			50	
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	0	0	4.7	22	49	24.3
		National	0.4	0.1	1.1	0.3	0.7	4.1	14.7	46.7	31.7
Welsh	Teacher assessment	School									
		National									
Mathematics	Teacher assessment	School	0	0	0	0	0	4.8	13	51.2	31
		National	0.4	0.1	1.0	0.3	0.5	3.4	15.1	47.2	32.0
Science	Teacher assessment	School	0	0	0	0	0	0	4.4	51.3	44.3
		National	0.4	0.1	1.0	0.3	0.3	1.6	10.6	51.1	34.6

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	73.3	In the school	N/A
In Wales	73	In Wales	N/A

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

Appendix 4

Evidence base of the inspection

A team of four inspectors inspected the school over a period of 9 inspector days.

The head teacher was the nominee and he played an extensive role during the inspection.

Thirty four lessons or part lessons were observed and a selection of the pupils' practical and written work was scrutinised.

Registration, collective worship and extra-curricular activities were inspected.

Discussions were held with staff and pupils about their work.

All documents presented by the school prior to and during the inspection, were scrutinised.

Meetings were held prior to the inspection with the head teacher, staff, parents and the governing body.

There were three parents present at the meeting held prior to the inspection, and the parents' responses (21 in all) to the questionnaires distributed were analysed.

Post inspection meetings were held with the head teacher, staff and governors.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Merfyn Lloyd Jones (Registered inspector)	Context, summary and recommendation. Key questions 1, 2, 5, 6, Mathematics, Physical Education and Religious Education.
Mrs Kay Andrews (Team inspector)	Key questions 3, 4, English and Music.
Mrs Eleri honour (Team inspector)	Key Question 7 and History.
Mr Gwilym Davies (Lay inspector)	Contribution to all seven key questions.
Mr Mike O'Donovan	Nominee

The contractor was:

Evenlode Educational Ltd
Little Garth
St John's Close
Hawarden
Flintshire
CH5 1QJ

Acknowledgement

The inspection team would like to thank the staff, governing body, parents and pupils for their courtesy and help during the inspection.