

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

A Report on the Quality of Education in

**Ysgol Glan Gele
Ffordd y Morfa
Abergele
Conwy
LL22 7NU**

School Number: 6622111

Date of Inspection: 19 October 2009

by

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Ysgol Glan Gele 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 Ysgol Glan Gele took place between 19/10/09 and 21/10/09. An independent team of inspectors, led by Linda Jane Williams 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 **short** 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	Y1	Y2	Y3	Y4	Y5	Y6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

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

The 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 Ysgol Glan Gele is a community school which serves the coastal town of Abergele and the outlying areas of Pensarn and Belgrano. The school is maintained by Conwy Unitary Authority (UA) and provides education for pupils between three and seven years. The area is recognised by the UA as one of the most deprived within Conwy with a significant number of pupils from socially and economically disadvantaged areas. A number of families move in and out of the area on a seasonal basis and consequently around 18% of the pupils in Year (Y) 2 have not completed all their education at the school.
- 2 Nursery children start school in the September following their third birthday and pupils begin full-time education at the start of the academic year during which they will be five. There are currently 167 pupils on the school register from reception to Y2, together with 66 children who attend the nursery part-time. The number of pupils on roll has fallen steadily over the past few years; consequently there are now only two classes per year group. However numbers have recently begun to rise.
- 3 Pupils represent the full range of academic abilities. Baseline assessments undertaken during the first term in reception indicate that the school has one of the lowest baselines in the UA.
- 4 Thirty-eight per cent of pupils have been identified as having special educational needs (SEN) which is above the national average. This includes six pupils who have a statement of SEN.
- 5 Thirty-two per cent of pupils are registered as being entitled to receive a free school meal. This is considerably higher than the UA average of 17% and the all-Wales average of 19%. One pupil was temporarily excluded from the school in the last twelve months. There is one pupil who is 'looked after' by the UA.
- 6 English is the home language for 98% of pupils. Two per cent of pupils speak English as an additional language (EAL) and the first languages of these children are Zimbabwean, Tagalog and Thai. No pupils speak Welsh as their first language and no pupils were receiving support for EAL at the time of the inspection. Nearly all pupils are of white ethnicity.
- 7 There have been major staff changes since the appointment of the current headteacher in January 2007, including the establishment of a new senior management team. Other changes include the modernisation of the school building and significant development of the school grounds with several outdoor learning environments established. During the period of the inspection two experienced members of staff were away from school on maternity leave. The last inspection took place in December 2003.

The school's priorities and targets

- 8 The school's mission statement is 'Happy and secure as we all learn together' – 'Hapus a chysurus wrth ddysgu gyda'n gilydd' and the ethos statement is 'Gorau cam, cam cyntaf' - 'The first steps are then the most important' which

reflects the school's commitment to the Foundation Phase of Learning and the development of bilingualism.

- 9 The school's major priorities and targets for 2009–2010 include:
- the introduction of Thinking Skills strategies into each area of learning;
 - raising standards in music, Welsh and geography; and
 - developing additional strategies to deliver personal and social education (PSE).

Summary

- 10 Ysgol Glan Gele is a good school with many outstanding features. The outstanding quality of leadership ensures high standards of achievement by pupils.
- 11 Exceptional progress has been made in addressing the key issues for action identified in the last inspection and as a result these areas are now outstanding features.

Table of grades awarded

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

- 12 The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the Foundation Phase outcomes.
- 13 The results of on-going assessments and scrutiny of pupils' work show that all pupils make good progress as they move through the school. In the core subjects of English, mathematics and science, their progress is outstanding.
- 14 National Curriculum (NC) assessment results at the end of key stage 1 in 2009 show that 91.5% of pupils achieved level 2 or above in each of the core subjects. Results are well above the UA average and the national average of 81%. The percentage of pupils reaching the higher than expected level 3 is also well above the national average for each core subject.
- 15 When the school's results at the end of key stage 1 in 2009 are compared with those of similar schools, on the basis of free school meal entitlement, the school was in the highest 25% in each core subject. Trends in performance show that standards in the core subjects have risen rapidly in the past four years.

- 16 Standards achieved in the key skill of information and communication technology (ICT) are outstanding. Across the school nearly all pupils achieve good standards when using their mathematical skills in a range of subjects.
- 17 Overall pupils make outstanding progress in developing their communication skills. All pupils make exceptionally good progress in developing their reading, speaking and listening. They achieve good standards in writing.
- 18 As they move through the school, pupils make outstanding progress in developing their bilingual skills. Pupils' knowledge of Welsh culture and heritage, 'Y Cwricwlwm Cymreig', is also outstanding. When writing in Welsh many pupils achieve good standards.
- 19 Standards of behaviour are good both inside and outside lessons. The respect which pupils show to each other and to adults is outstanding.
- 20 The average attendance for the three terms prior to the inspection is 92.4 per cent which is above the UA average. The vast majority of pupils arrives punctually for school and for lessons.
- 21 Pupils make outstanding progress in learning and in the development of their personal, social and learning skills. Standards achieved by all pupils in social, moral and cultural development are outstanding with good standards achieved in spiritual development.

The quality of education and training

Grades for teaching

- 22 The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
43%	57%	0%	0%	0%

- 23 These figures are above the national picture reported by Her Majesty's Chief Inspector (HMCI) in his latest annual report 2007-2008 where standards are good or better in 84% of lessons, including 12% of lessons with outstanding features. The proportion of lessons observed during the inspection where teaching had outstanding features is particularly high.
- 24 Outstanding features of teaching include the promotion of bilingualism, very effective planning and the rigour of assessment procedures. The level of pupils' involvement in assessing their own progress and setting targets for improvement is also exemplary. Parents are kept fully informed of their child's progress particularly through the regular sharing of targets for improvement.
- 25 The quality and range of the learning experiences that all pupils receive are outstanding. In the Foundation Phase, a well-balanced range of experiences and learning opportunities both inside and outside the classroom are provided which match the children's stage of development and learning needs very well. The school succeeds in ensuring that the curriculum meets the needs and abilities of all its pupils.
- 26 The provision for developing pupils' bilingual and key skills is outstanding. The school offers an extensive range of extra-curricular opportunities that extend and enrich the curriculum.

- 27 The school's provision for the spiritual, moral, social and cultural development of the pupils is an outstanding feature. Staff plan very well for the daily acts of worship which fully meet statutory requirements.
- 28 The school has strong and positive links with parents which support pupils' learning very effectively. Work to develop pupils' awareness of the international dimension and global citizenship is outstanding from the nursery class upwards. The school offers innovative opportunities for pupils to develop their entrepreneurial, leadership and team-working skills.
- 29 Pupils are exceptionally well cared for, guided and supported throughout their time in the school. The school works in very close partnership with parents and takes full account of their views in caring for pupils. The quality of personal support and guidance provided for pupils is outstanding. There are clear and well-documented procedures in place that contribute to pupils' well-being when in the school's care.
- 30 The provision for pupils with SEN is good with outstanding features. The range of targeted support is an outstanding feature covering basic skills groups, groups requiring specific support to develop their speech and language and nurture groups to support pupils' well-being. The school provides excellent support for pupils whose behaviour is likely to impede their own progress and the progress of others. The quality of provision for equal opportunities and the fairness by which staff treat all pupils are all strong elements in the school.

Leadership and management

- 31 Since the appointment of the current headteacher, all staff and governors have been fully involved in reviewing the aims, vision and mission statement of the school. Consequently they share a common purpose and are totally committed to promoting improvements.
- 32 The headteacher provides inspirational leadership and a very purposeful sense of direction for the school. She is exceptionally well supported by the deputy headteacher and a very effective senior management team who provide strong support and guidance for all staff. All staff within the school work together as an exceptionally close team with high expectations and a sense of purpose. The extent of training for both teaching and support staff is outstanding.
- 33 The quality of support and direction given by the governing body is good with outstanding features. The way in which the governing body monitors standards and the quality of provision is outstanding. They make very effective use of this information to support the school's strategic planning. The governors fully meet all regulatory and legal requirements. Records maintained of governing body meetings are exemplary and show clearly that governors are very effective in their role as critical friends.
- 34 Leaders and managers have an outstanding awareness of strengths and weaknesses in their areas of responsibility gained through extensive and on-going monitoring. Very effective use is made of the information gained from monitoring to inform the self-evaluation process and planning for improvement.
- 35 A positive culture of self-evaluation has become well established since the appointment of the current headteacher. A detailed self-evaluation report is completed annually taking into account the views of all parties. The school's

current self-evaluation report is detailed and extremely accurate. The inspection team agrees with the judgements made by the school in the self-evaluation report for all seven key questions.

- 36 The efforts the school makes to seek the views of parents and pupils are exceptional. Suggestions for improvement made by parents and pupils are fully taken into account in the school's strategic planning for improvement.
- 37 The accuracy and effectiveness of planning for improvement are good with outstanding features. Clear links are evident between the school's self-evaluation and priorities identified in the three-year strategic plan and the School Development Plan (SDP). The SDP is an effective document with a wide range of targets identified for the current year, strongly focused on teaching and learning.
- 38 The headteacher and governors have prioritised the quality of teaching as a means of raising standards and have ensured that the level and quality of staffing are outstanding features. Teachers are well qualified, experienced, enthusiastic and committed.
- 39 Classroom support assistants complement the school's provision and work in close and effective partnership with teachers. The school clerical administrator is very experienced and has quickly come to know the school well. She gives exemplary support to the headteacher and staff, as well as supporting the governing body.
- 40 Overall, the use of accommodation is outstanding. The outside area is a strength of the school. Standards of maintenance in the building and grounds are high. All subject areas have resources of good quality with constant and effective use made of them in all classes.
- 41 The governing body and senior managers are extremely efficient in using resources. Very high levels of staffing and exceptional use of all accommodation and resources support high standards of achievement. The way in which resources are managed to achieve value for money is outstanding.

Recommendations

In order to move the school forward staff and governors should:

- R1 Maintain and improve the current high standards of pupils' achievement and the educational provision.

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 1: Good with outstanding features

- 42 The findings of the inspection team match the judgement made by the school in the self-evaluation report.
- 43 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 Foundation Phase outcomes.
- 44 Assessments undertaken on-entry to nursery indicate that the majority of children start school with language, numeracy and social skills at a very low level. Baseline assessments undertaken within the first term of entry into reception indicate that although children have made outstanding progress during their time in nursery, the majority of children's ability is still significantly below the UA average.
- 45 The results of on-going assessments and scrutiny of pupils' work shows that all pupils make good progress as they move through the school. In the core subjects of English, mathematics and science, their progress is outstanding.
- 46 National Curriculum assessment results at the end of key stage 1 in 2009 show that 91.5% of pupils achieved level 2 or above in each of the core subjects. Results are above the UA average and the national average of 81%. The percentage of pupils reaching the higher than expected level 3 is also well above the national average for each core subject.
- 47 When the school's results at the end of key stage 1 in 2009 are compared with those of similar schools, on the basis of free school meal entitlement, the school was in the highest 25% in each core subject.
- 48 Trends in performance show that standards in the core subjects have risen rapidly in the past two years. When results in 2007 are compared to those of similar schools they were in the lowest 50% in mathematics and the highest 50% in English and science.
- 49 Regardless of their social, ethnic or linguistic background, nearly all pupils make outstanding progress. Pupils with SEN, those with EAL and the more able pupils achieve exceptionally well against the individual targets set for them.
- 50 Results over past years indicate that boys and girls achieve equal success relative to their starting point.
- 51 Children in the Foundation Phase and pupils in key stage 1 are making outstanding progress in developing their ICT skills across all areas of learning. Most older pupils confidently and accurately use a wide range of ICT skills, showing an outstanding level of independence in their ability to select appropriate skills and to apply their knowledge successfully. Across the school nearly all pupils achieve good standards when using their mathematical skills in a range of subjects.
- 52 Pupils make outstanding progress in developing their communication skills. In the Foundation Phase and key stage 1, pupils' confidence in expressing their views is exemplary. Most listen very well to their teachers and to their peers,

considering the views of others with maturity. All pupils make exceptionally good progress in developing their reading skills and achieve good standards in writing.

- 53 As they move through the school pupils make outstanding progress in developing their bilingual skills. Pupils' skills develop progressively throughout the Foundation Phase and key stage 1 with evidence of outstanding listening, speaking, and reading skills in a variety of contexts. Pupils' knowledge of Welsh culture and heritage, 'Y Cwricwlwm Cymreig', is also outstanding. When writing in Welsh many pupils achieve good standards.
- 54 Pupils across the school readily acquire new knowledge and build very successfully on the skills they are developing. This is particularly evident when pupils use their basic, key and lifelong learning skills to support their work in subjects across the curriculum. The outstanding progress made by pupils as they move through the school ensures that they are well placed to move on to the next stage of their education.
- 55 Pupils' knowledge and understanding of how to improve their own learning are outstanding. They regularly evaluate their own work and the work of others from an early age and consequently their skill in identifying their strengths and weaknesses in a wide range of contexts is exceptional.
- 56 Pupils' attitudes to learning, the interest they show in their work, and their ability to concentrate are outstanding. They apply themselves to their work with eagerness. All pupils display a high level of motivation and make good progress towards achieving their potential.
- 57 Standards achieved by all pupils in social, moral and cultural development are outstanding with good standards achieved in spiritual development.
- 58 Pupils of all ages behave well. They are courteous towards staff and welcoming to visitors. Pupils are aware of the school's rules and conventions and they respect them. The respect which pupils show to each other and to adults is outstanding.
- 59 The average attendance for the three terms prior to the inspection is 92.4% which is above the UA average. Attendance, whilst below the target figure set by Welsh Assembly Government, is only marginally below the target of 93% set by the school in consultation with the education welfare officer (EWO), and the All-Wales figure of 93.1%. The vast majority of pupils arrive punctually for school and for lessons.
- 60 The school had one temporary short-term exclusion in the last twelve months.
- 61 Pupils develop good skills of working independently under the discreet supervision of numerous adults. They co-operate effectively, developing confidence and independence. Standards achieved by pupils when involved in problem-solving activities are outstanding.
- 62 Pupils make outstanding progress in their personal, social and wider development. They are exceedingly considerate, friendly and courteous with one another. All pupils have a well-developed awareness of right and wrong. All pupils undertake roles of responsibility within the school and take great pride and care in fulfilling their duties.

- 63 Pupils develop an excellent understanding of sustainable development and conservation issues through energy efficiency awareness initiatives and a good recycling programme. They make huge efforts to ensure sustainable development in their own lives, for example by recycling and growing their own vegetables in the school garden. They are equally keen to support children across the world who are less fortunate than they are. They have a well developed understanding of what fair trade means.
- 64 As they move through the school, pupils develop a good awareness of equal opportunity issues and respect for diversity within society. They are very familiar with the living conditions and traditions of other countries.
- 65 As they move through the school, pupils begin to develop a good understanding of their place in the community. Pupils' awareness of the international dimension and global citizenship is exceptional from the nursery class upwards and their awareness of the working world is developing well.

The quality of education and training

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

Grade 1: Good with outstanding features

- 66 The findings of the inspection team match the judgement made by the school in the self-evaluation report.
- 67 The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
43%	57%	0%	0%	0%

- 68 These figures are above the national picture reported by HMCI in his latest annual report 2007-2008, where standards are good or better in 84% of lessons, including 12% of lessons with outstanding features. The proportion of lessons observed during the inspection where teaching had outstanding features was particularly high.
- 69 Where the quality of teaching was judged to be grade 1, the outstanding features included:
- very skilful questioning to enhance and challenge pupils' thinking;
 - lively and energetic lesson delivery that motivates and enthuses pupils;
 - very effective feedback given to pupils, taking all opportunities to extend their skills and learning;
 - the use of a very extensive range of highly effective teaching strategies;
 - outstanding identification, assessment and understanding of pupils' needs, which support the setting of work at an appropriate level for pupils of all abilities;
 - highly effective plenary sessions, which allow pupils to demonstrate and evaluate their learning, and
 - imaginatively planned activities which very successfully develop pupils' creative and problem-solving skills.

- 70 Good features in lessons include:
- the learning objective for the lesson, and the key skills to be used, discussed with pupils at the start of the lesson;
 - interesting resources used skilfully to provide an effective focus for pupils;
 - all pupils encouraged to be as independent as possible;
 - good pace to sessions with clear time limits shared with pupils;
 - strong links to previous learning;
 - effective use of the interactive white board to stimulate discussion, extend pupils' knowledge and understanding, and encourage participation, and
 - good role-modelling by teachers.
- 71 Teachers display a strong commitment to the raising of standards within the school and have very high expectations of their pupils. There are good working relationships that foster learning in all classrooms.
- 72 In lessons, all teachers show good subject knowledge and are very familiar with recent developments in their field. This is particularly evident in the way in which the Foundation Phase has been introduced into the nursery and reception classes.
- 73 Outstanding team-work between all staff leads to exceptionally effective planning. Very clear links between the overall topic and all subjects or areas of learning are a strong feature of planning. The planning of lessons is exceptionally detailed in all classes, with lessons set in well-structured sequences, clear objectives identified and a very high level of differentiated tasks to cater for all pupils. Key skills are carefully considered and incorporated into lessons across the curriculum. Detailed evaluations of lessons are undertaken and the outcomes influence future planning well.
- 74 Teachers ensure that classroom assistants are appropriately involved in the planning of activities and are well briefed about what they are expected to do. The involvement of classroom assistants is well managed and therefore has maximum impact on pupils' learning.
- 75 Teachers take every opportunity to promote equality of opportunity and to challenge stereotypical images. They ensure that all pupils are treated fairly and with respect.
- 76 The school successfully meets the language needs of pupils with EAL. All staff show a good awareness of the needs of pupils with EAL and ensure they are able to fully participate in all activities.
- 77 The promotion of bilingualism is an outstanding feature of the school. Pupils' ability to use the Welsh language is exceptionally well developed, and this is a reflection of teachers' active encouragement and purposeful use of the language in classes.
- 78 Teachers are fully aware of the needs of individual pupils and the targets pupils are aiming to achieve, incorporating these into their teaching. The teaching of pupils with additional needs is good with outstanding features. Exceptionally good support and specialised teaching sessions promote positive attitudes to learning and systematic development of key skills.

- 79 The rigour of the school's assessment procedures, and the use made of assessment in planning and improving learning, are good with outstanding features. The school's assessment procedures play a strong role in enabling pupils to achieve high standards.
- 80 Assessment procedures are exceedingly thorough and very well managed. The school has implemented an effective system for assessing pupils' progress from the time they enter school. In nursery, assessment on-entry is supplemented by a range of on-going assessments across all areas of learning and daily written observations. These are very closely linked to planning for pupils' next steps in learning.
- 81 The school has a comprehensive system in place for the assessment of all subjects for pupils in key stage 1. Assessment information is used very effectively to track pupils' progress, set targets for improvement and group pupils to enable specific support to be provided, including pupils with additional needs. Records of pupils are detailed with targets clearly noted either in individual education plans (IEPs) or pupils' individual records. There is an effective transfer of information between classes and when pupils transfer to the junior school. The comprehensive nature of the records and the use made of them to plan for the next steps in pupils' learning are exceptional.
- 82 The school meets its statutory requirements for assessing and reporting on NC subjects. Teachers accurately assess pupils' work against levels of the NC. They are well supported by planned moderation within the school, based on the sharing of expertise. To help assessment, useful portfolios with examples of pupils' work have been compiled to indicate the levels that pupils can achieve. There are very good examples of the moderation of pupils' work in these portfolios.
- 83 The level of pupils' involvement in planning and setting their own targets is an outstanding feature. Pupils are very well informed through careful marking of their work and on-going discussion of the challenging targets that have been set for them. The involvement of pupils enables them to understand very clearly what they need to do in order to improve.
- 84 Parents are kept fully informed of pupils' progress throughout the year. The very regular sharing of pupils' targets with parents is an outstanding feature. Individual pupil targets are updated regularly and the new targets are shared with parents on each occasion.
- 85 Parents are provided with an end-of-year report which meets statutory requirements. Reports are informative and provide information on pupils' achievements in all subjects or areas of learning, and in their personal and social education. Targets are included for the next steps in pupils' learning. Reports for the children in nursery are outstanding, providing a very personal, detailed record of the child's first year in school. All parents are given the opportunity to comment on the reports and appropriate opportunities are arranged for them to discuss their child's 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

- 86 The findings of the inspection team match the judgement made by the school in the self-evaluation report.
- 87 The quality and range of the learning experiences that all pupils receive is outstanding. Pupils find equal access and opportunity in a rich, broad and balanced curriculum. The school succeeds in ensuring that the curriculum meets the needs and abilities of all its pupils. The school is outstanding for catering for those pupils who are more able and talented.
- 88 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 Foundation Phase outcomes. A well-balanced range of experiences and learning opportunities both inside and outside the classroom are provided which match the children's stage of development and learning needs very well. The curriculum planned for children in reception takes full account of the locally agreed syllabus for religious education.
- 89 The school takes into account the new Skills Framework and promotes basic and key skills exceptionally well. This is an outstanding feature of the school. In recognition of its work the school has been awarded the Basic Skills Quality Mark for the third time and the British Educational Communications and Technology Agency's (BECTA) award which covers developments in ICT. Termly-planning documents based on the revised Curriculum 2008 and the Foundation Phase clearly indicate extensive opportunities to develop these skills and teachers make effective and consistent use of them.
- 90 Teachers collaborate well in updating the schemes of work for all curricular subjects as part of a well-managed programme. These offer exemplary guidance to the teachers and conform to statutory requirements. The school clearly demonstrates in its planning that it builds on prior knowledge. Teachers regularly and consistently share information on transition within and outside the school.
- 91 Teachers have integrated 'Y Cwricwlwm Cymreig' well into all schemes of work and this contributes significantly to the development of pupils' knowledge and understanding of the culture of Wales. The provision for developing pupils' bilingual skills is outstanding. Pupils are given regular opportunities to practise and develop these skills in meaningful contexts.
- 92 The school offers an extensive range of extra-curricular opportunities that extend and enrich the curriculum. These include many visits to places of educational interest. Pupils are given regular and excellent opportunities to compete in local and national events in a wide range of activities for both girls and boys. An outstanding aspect of the school's provision is the established practice of an artist in residence, and inviting artists, poets and authors to work with the pupils and share their expertise with them.
- 93 Pupils' experiences are further broadened and enriched by the provision of an exceptionally wide range of school clubs, both sporting and cultural. Many pupils attend these activities which are of high quality. This is an outstanding

feature of the school and has led to success at national level with the school securing numerous awards.

- 94 The school's provision for the spiritual, moral, social and cultural development of the pupils is an outstanding feature. Teachers and others that work in the school are exemplary role models, especially with regards to collaborative and team working. Pupils' awareness of moral issues arises from the nurturing of core values such as respect, honesty and courtesy throughout the school by all staff. The school has a dedicated teacher who supports pupils as a pastoral mentor.
- 95 Staff plan very well for the daily acts of worship which fully meet statutory requirements. These assemblies challenge pupils, promote the understanding of their own and other cultures, developing their ability to reflect and providing valuable opportunities for them to participate actively.
- 96 All learning experiences meet legal and course requirements. Appropriate health education is provided throughout the school and sex education is taught in accordance with the school's policy. The school takes good account of the PSE framework in its provision for the development of pupils' personal and social skills.
- 97 The school has strong and positive links with parents which support pupils' learning very effectively. Parents corroborated this in the pre-inspection meeting for parents where they were keen to stress that they were extremely happy with the quality of provision. A high percentage of parents supports the open evenings and shows an active interest in the children's' education. Recently introduced Learning Logs are sent home each week and provide parents with a good level of information, including work covered in class and activities which can be undertaken at home. The school's ability to engage parents in projects such as Welsh for Parents is outstanding. .
- 98 The school's provision for equal opportunities is good. Irrespective of their social background, gender or disability all pupils are positively encouraged and included in all appropriate school activities. Staff work consistently on this important aspect and make every effort to tackle any social disadvantage or stereotyping some of its pupils may experience.
- 99 The transition arrangements with the local junior school ensure that the transfer of Y2 pupils to the junior school is effective. Both parents and pupils are invited to attend functions at the junior school to ensure a seamless transfer from Y2 to Y3. An extensive questionnaire is completed annually by both parents and pupils on the process.
- 100 Opportunities to develop pupils' awareness of sustainable development are well embedded in the daily life of the school. Environmental improvements to the school grounds include a forest trail area, a garden and creating compost to use on the plots. Eco-committee members take responsibility for ensuring lights are turned off and doors kept shut to conserve energy. The extent to which all pupils are involved, for example in recycling, is outstanding. The school has recently achieved a number of awards in connection with this aspect of the curriculum including the Eco-Schools Green Flag award and Keep Wales Tidy Infant Eco-School of the Year.

- 101 Work to develop pupils' awareness of the international dimension and global citizenship is outstanding from the nursery class upwards. This is an extensive feature within the educational programme, as evidenced through various international contacts and class-based activities. The school has received the 'International School' award on two occasions. The school's Uganda project further enhances this provision. The school also offers valuable opportunities for pupils to learn about charity work in developing countries with their fair-trade committee.
- 102 The school offers innovative opportunities for pupils to develop their entrepreneurial, leadership and team-working skills. In discussions with the school council it was evident that pupils were actively involved in fund-raising events, decision-making and budgeting.
- 103 From the nursery class onwards, the school sets firm foundations for the types of skills needed in the world of lifelong learning. All pupils are encouraged to communicate effectively, work independently and collaboratively, make decisions and live healthy lifestyles. The active involvement of pupils with the local community, businesses and international links all contribute to pupils' preparation to become useful citizens.

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

Grade 1: Good with outstanding features

- 104 The findings of the inspection team match the judgement made by the school in the self-evaluation report.
- 105 Pupils are exceptionally well cared for, guided and supported throughout their time in the school. They experience this in a very secure, happy and motivational environment where every pupil is valued and included. This is an outstanding feature. Support services are used extremely productively to provide care and support of high quality for pupils and families who require additional help.
- 106 The school works in very close partnership with parents and takes full account of their views in caring for pupils. Regular newsletters and the "open-door" policy are some of the effective ways in which the school communicates with parents. The school prospectus includes all the relevant information. Parents state that their children are very happy in school and they appreciate the welcoming, homely atmosphere that permeates the school. It is evident that the headteacher, teachers and support staff know the pupils extremely well and cater effectively for their needs.
- 107 Pupils' well-being is a high priority for the whole school. The headteacher is innovative in her approach and has successfully implemented initiatives and questionnaires to measure aspects of children's feelings towards themselves as learners and their feelings towards school. Her highly effective use of this data leads to timely and strategic intervention to reduce any negative impact of disaffection and low self-regard.
- 108 All pupils have excellent opportunities to put forward their ideas, concerns and opinions. The school council, eco committee and fair-trade committee are

excellent forums for developing further pupils' personal and social skills. Members liaise with the governing body and feel that their views and requests are valued and acted on.

- 109 The school council comprises of democratically elected members for each class. Council members are fully involved in developments within the school and undertake their responsibilities with maturity. All pupils are aware of their class members and are kept fully informed and involved in council matters.
- 110 Induction arrangements for new pupils joining the school are good. Children attending the nursery class, together with their parents, have good opportunities to get to know the staff before the children start at the school through effective familiarisation sessions. All receive a file, which explains the day-to-day procedures, and gives them all the relevant information needed.
- 111 The quality of personal support and guidance provided for pupils is outstanding. Good use is made of specialist services and strategies such as the nurture group contribute very effectively to raising pupils' self esteem.
- 112 All teachers administer registration appropriately. The school has clear procedures and policies to monitor attendance and punctuality; they follow these rigorously. Early intervention ensures that the school deals with any issues promptly and efficiently. All parents are fully aware of the procedures. A member of staff is allocated one afternoon each week specifically to monitor and improve attendance. This is an outstanding feature.
- 113 Class teachers and senior managers monitor pupils' academic performance regularly and rigorously. Good standards of behaviour are maintained through the vigilance and sharing of high expectations by all staff.
- 114 There are clear and well-documented procedures in place that contribute to pupils' well-being when in the school's care. The highest priority is given to health and safety. An appropriate health and safety policy is in place, with regular safety audits and detailed risk assessments undertaken covering many aspects of school life. Good arrangements are in place to cover all aspects of First Aid, with staff having undertaken appropriate training.
- 115 The school makes outstanding efforts to promote healthy eating and a healthy lifestyle. Pupils understand the benefits from eating healthily and exercising regularly. They have access to an excellent range of physical and sporting activities, which contribute significantly to their well-being. The school has achieved phase 3 of the Healthy Schools' awards and ActiveMarc Cymru.
- 116 Effective measures are in place to promote the protection of pupils and deal with any complaints and appeals. All members of staff work together to safeguard the well-being of all pupils and to protect them from harm. The headteacher has designated responsibility for child protection issues. All adults in the school are aware of the correct procedures to follow and training is regularly updated. The governing body ensures child protection is given the highest priority within the school.
- 117 The provision for pupils with SEN is good with outstanding features. The school's policy is comprehensive and complies with the revised Code of Practice and the framework for inclusive education. Teachers and support staff work as a knowledgeable, dedicated and caring team to provide an exceptional

level of support to meet the additional needs of pupils. The special needs co-ordinator is very efficient and works effectively with class teachers, support staff and the governor with responsibility for additional needs. Parents are consulted regarding their child's additional needs and they can speak to the class teacher or additional needs co-ordinator at any time.

- 118 The school gives equally good attention to pupils with serious learning difficulties, underachievers, those who are more able, pupils who are "looked after" and pupils with EAL. All these groups of pupils are fully integrated into the life and work of the school with appropriate support. This is because highly effective identification procedures are in place and pupils' progress is assessed and monitored meticulously by the special needs co-ordinator and all class teachers. Teaching assistants also make a valuable contribution.
- 119 The relationships with, and support for, pupils with SEN within the classroom or in small withdrawn groups are outstanding. The IEPs are good, with targets stated in observable, measurable terms which are monitored closely and reviewed on a regular basis. The range of targeted support is an outstanding feature covering basic skills groups, groups requiring specific support to develop their speech and language and nurture groups to support pupils' well-being.
- 120 The school provides outstanding support for pupils whose behaviour is likely to impede their own progress and the progress of others. Behaviour targets are carefully and efficiently monitored and kept up-to-date. Pupils are clear about their targets and where they need to improve. They are given the strategies to help them develop good self-esteem, giving them the confidence to access their own learning.
- 121 The quality of provision for equal opportunities and the fairness by which staff treat all pupils are all strong elements in the school. Boys and girls are treated equally and equal opportunities are experienced across curricular and extra-curricular activities.
- 122 The school has clear policies in place in relation to equal opportunities and health and sex education. Staff implement these effectively ensuring that there is no discrimination on gender, ethnicity or any other grounds. Every opportunity is taken to challenge stereotypes in pupils' attitudes and ensure that pupils have appropriate role models. Good race relations are promoted at all times and all statutory requirements in this respect are fully met.
- 123 Staff are well aware of pupils' social, ethnic and educational backgrounds. Good account is taken of this information to provide appropriate support for pupils.
- 124 Policies and procedures to eliminate all forms of oppressive behaviour, bullying or harassment are implemented effectively. All staff are trained in discipline management strategies and these ensure that all pupils have the opportunity to learn effectively without interference or disruption. No pupil has been permanently excluded from school during the last five years. Pupils who have been excluded on a temporary basis are provided with good support on their return to school.
- 125 The school has good arrangements in place to ensure the equal treatment of anyone with a disability including visitors to the school. The school meets the requirements of the Disability Discrimination Act with an appropriate Disability Equality Scheme and Accessibility Plan in place.

Leadership and management

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

Grade 1: Good with outstanding features

- 126 The findings of the inspection team match the judgement made by the school in the self-evaluation report.
- 127 Since the appointment of the current headteacher, all staff and governors have been fully involved in reviewing the aims, vision and mission statement of the school. Consequently they share a common purpose and are totally committed to promoting improvements.
- 128 The headteacher provides inspirational leadership and a very purposeful sense of direction for the school. She is exceptionally well supported by the deputy headteacher and a very effective senior management team who provide strong support and guidance for all staff. They have clearly defined areas of responsibility. All staff within the school work together as an exceptionally close team with high expectations and a sense of purpose.
- 129 A commitment to equal opportunities and racial equality is evident in all aspects of school life. The policies and practice which ensure equality for all are good.
- 130 In providing a clear direction for the school, the extent of the school's involvement in national and UA priorities is an outstanding feature. The school has achieved an extensive number of awards, the majority of which relate to national priorities. The school works very effectively with other providers of education, for example, sharing good practice by frequent visits to other schools and welcoming visitors to their own school. Close links with a number of colleges of further education and the nearby special school are also used effectively.
- 131 Challenging, specific targets for whole school improvement are incorporated in the SDP. These successfully provide a clear focus for raising standards and developing provision.
- 132 The extent of training for both teaching and support staff is outstanding. All staff are involved in extensive on-going training and are very well supported by the management of the school. Exceptionally strong links are evident between staff training and many of the outstanding features identified during the inspection. All teaching staff are given very good opportunities to take on leadership responsibilities. In recognition of its work, the school has achieved Investor in People status.
- 133 Systems to support, develop and improve the performance of staff are very well embedded and are an outstanding feature. Performance management procedures are well established and targets set have had an exceptional impact on school improvement. All members of the teaching and non-teaching staff have the opportunity to meet regularly with the headteacher to discuss their performance, targets and training requirements. This has impacted greatly on the quality and responsibilities given to support staff. Newly qualified teachers and those in the early stage of their professional development are particularly well supported.

- 134 The school has a comprehensive range of policies and all who work at the school are aware of school procedures. Lines of communication throughout the school are clear. Staff meet regularly to share information and discuss strategies; consequently the school day proceeds in a highly efficient manner.
- 135 The quality of support and direction given by the governing body is good with outstanding features. A very close, strong and effective relationship exists between the staff and the governing body.
- 136 Governors are dedicated, enthusiastic and well acquainted with the school. They work closely with the headteacher and staff in order to set the strategic direction for school development and monitor improvements. The governing body has a well-developed understanding of its roles and responsibilities. Governors regularly attend training session held by the UA and others further afield. Targets for governors are also included in the SDP.
- 137 The chair of the governing body meets regularly with the headteacher and visits the school frequently. The professional approach and first-class leadership of the chair of the governing body is exemplary.
- 138 The way in which the governing body monitors standards and the quality of provision is an outstanding feature. Many governors regularly observe lessons, attend school functions and work closely with subject leaders to ensure they are exceptionally well informed on all aspects of school life including standards, behaviour, health and safety and attendance. Regular presentations are given to the governing body by subject co-ordinators to ensure governors are well informed on, for example, the implementation of new initiatives. Governors make very effective use of this information to support the school's strategic planning.
- 139 The governors fully meet all regulatory and legal requirements including the context of their annual report to parents, the content of the school prospectus and the meetings held with parents. Records maintained of governing body meetings are exemplary and show clearly that governors are very effective in their role as critical friends.

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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- 140 The findings of the inspection team match the judgement made by the school in the self-evaluation report.
- 141 Leaders and managers have an outstanding awareness of strengths and weaknesses in their areas of responsibility gained through extensive and on-going monitoring. Monitoring activities include formal lesson observations, informal visits to classrooms, discussion with colleagues, detailed reviews of pupils' work and discussion with pupils. Very effective use is made of the information gained from monitoring to inform the self-evaluation process and planning for improvement.
- 142 A positive culture of self-evaluation has become well established since the appointment of the current headteacher. A detailed self-evaluation report is completed annually taking into account the views of all parties. The school's

current self-evaluation report is detailed and accurate. It is securely based on evidence obtained from monitoring activities, with reference to performance-related data and trends over time. It clearly identifies outstanding features, strengths and areas where improvements are needed. The inspection team agrees with the judgements made by the school in the self-evaluation report for all seven key questions.

- 143 The efforts the school makes to seek the views of parents and pupils are exceptional. The views of parents are regularly sought through the use of questionnaires and informal discussion. In addition, a forum for parents meets regularly with the headteacher and is particularly effective in allowing parents to voice their views on all aspects of the school's life.
- 144 Pupils are continually consulted through formal groups such as the school council, the Fair-Trade council and eco council. In addition, the views all of pupils are sought as a well-established part of staff monitoring, allowing pupils to voice their views of strengths and weaknesses in, for example, the delivery of the curriculum. Suggestions for improvement made by parents and pupils are fully taken into account in the school's strategic planning for improvement.
- 145 All staff are fully involved in the self-evaluation process. All teaching staff contribute to setting the strategic direction of the school by compiling annual action plans for their areas of responsibility.
- 146 The accuracy and effectiveness of planning for improvement are good with outstanding features. Clear links are evident between the school's self-evaluation and priorities identified in the three-year strategic plan and the SDP. The strategic plan is updated annually and provides a comprehensive overview with specific action to be taken each term over the three-year period covered by the document.
- 147 The SDP is also an effective strategic document with a wide range of targets identified for the current year, strongly focused on teaching and learning. Detailed priorities and appropriately challenging targets for all pupils are included. Appropriate resources are allocated to ensure that targets are achievable. Recent improvements in standards are the direct result of actions taken by the school.
- 148 The school has achieved significant and measurable improvement in many areas since the last inspection. Good progress has been made in addressing the key issues for action identified in the last inspection and as a result these areas are now outstanding features.

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

Grade 1: Good with outstanding features
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- 149 The findings of the inspection team match the judgement made by the school in the self-evaluation report.
- 150 The headteacher and governors have prioritised the quality of teaching as a means of raising standards and have ensured that the level and quality of staffing are outstanding features. Teachers are well qualified, experienced, enthusiastic and committed. Recent appointments have been very carefully

considered ensuring a wide range of expertise and experience. Each member of the teaching staff has skills which ensures that the curriculum is taught extremely effectively.

- 151 The exceptional level of staffing includes a pastoral mentor, a member of staff with specific responsibility for outdoor learning, a high number of teaching assistants and three members of teaching staff specifically employed to support small groups of pupils needing additional curricular or pastoral support.
- 152 The school has a cohesive and extensive approach to the professional development of all staff. This is firmly and directly linked to the needs and priorities of the school.
- 153 An exceptional range of training opportunities and visits to other schools ensure that teachers' individual training needs and school priorities are supported to a high standard. Their experiences are shared effectively with other members of staff and consequently have a very positive impact on standards.
- 154 Classroom support assistants complement the school's provision and work in close and effective partnership with teachers. This is an outstanding feature. Many support the school during lunchtime clubs, after-school clubs and out-of-school activities. The majority has relevant qualifications and many have undertaken professional development to gain accredited qualifications. The quality of experience and support they provide is an outstanding feature. They are an essential, integral part of the school. They attend either in-school training days or courses organised by the UA.
- 155 The school clerical administrator is very experienced and has quickly come to know the school well. She gives exemplary support to the headteacher and staff, as well as supporting the governing body. There is good supervision at meal times, with staff well aware of issues relating to emergencies and how to deal with unacceptable behaviour. Lunchtime supervisors maintain the very good standards of care, and lunchtimes are orderly and good natured. The school caretaker and cleaners take pride in their work. Standards of maintenance are high and the school is clean. All staff have detailed job descriptions and all appropriate checks with the Criminal Records Bureau are made.
- 156 The arrangements for teachers' planning, preparation and assessment time are well managed and staff use the time out of their own classrooms effectively, particularly by making informal visits to other classrooms. Arrangements have a positive impact on pupils' learning and provide a more reasonable work-life balance for teachers. Members of the senior management team are allocated an appropriate amount of management time each week. Effective use is made of this non-teaching time to provide a regular opportunity for senior managers to meet during the school day. Good use is made of additional funding to support the workload initiative, which ensures that all statutory requirements are met.
- 157 Very good use is made of additional staffing available in the Foundation Phase. Support staff play a full role in planning activities, supporting learners and assessing their progress.
- 158 All subject areas have resources of good quality, with constant and effective use made of them in all classes. The headteacher is particularly effective in acquiring additional grants to support the school budget. These have allowed

the school to improve considerably the quality of resources available to pupils and to develop the accommodation.

- 159 Overall, the use of accommodation is outstanding. Inside, the classrooms are more than adequate in terms of space with each classroom having an interactive whiteboard. Classrooms, hall and work areas show imaginative use. The library is small but adequate. The ICT room is a new facility in the school which is very well resourced. Stimulating displays help to create an environment which is conducive to learning.
- 160 The outside area is a strength of the school. Its development and use are outstanding features. High quality climbing and play equipment are exciting play areas. In the Foundation Phase area there are areas of play and a garden as well as a soft surface area. This area has been transformed into an exciting 'outside classroom'. The school has converted a small area into their forest school. Inspiring use is made of every possible space which is also well maintained and organised to stimulate pupil's imagination.
- 161 The efficient, effective and economic use of all its resources is good with outstanding features.
- 162 The governing body and senior managers are exceptionally efficient at using resources. The high level of staffing is used in an outstanding way to meet the needs of all pupils. Very careful consideration is given to the deployment of staff to ensure that best use is made of staff's time, expertise and experience. Accommodation and classroom resources are also used exceedingly well. This contributes significantly to the high standards which pupils achieve.
- 163 There is a regular and comprehensive audit of resources and the use made of them. The results of these are discussed at regular senior management meetings. The governing body plays an important role in auditing resources and evaluating the impact of new resources on teaching and learning.
- 164 The budget is managed very effectively by the headteacher and governing body with support from the LEA. The governing body has established exceptionally rigorous procedures to ensure the correct financial procedures are followed. Sound financial protocols have enabled the headteacher to manage the financial implications of maintaining a good level of staffing and updating equipment to meet the requirements of the Foundation Phase. The school has recently received a very favourable audit report from the UA. The school gives very good value for money.

School's response to the inspection

The headteacher, staff and governing body are delighted that after a rigorous and robust inspection the team agreed with all the judgements made by the school for each of the seven key questions

The report acknowledges the dedication and hard work of all the staff working within Ysgol Glan Gele. We are also all very proud that the many achievements of our pupils are recognised and indeed celebrated in this inspection report.

The staff and governing body are committed to maintaining the high standards achieved and will continue to monitor and evaluate in order to further the success of Ysgol Glan Gele Infants

The headteacher and chair of governors would also like to acknowledge the very professional manner in which the inspection team and the contractor conducted the inspection.

The school will address the one recommendation of the report to

- Maintain and improve the current high standards of pupils' achievement and the educational provision.

A copy of the school's action plan in response to the inspection will be sent to all parents. The Governors Annual Report to Parents will report on progress we are making towards this recommendation.

Appendix 1

Basic information about the school

Name of school	Ysgol Glan Gele
School type	Infant inc Foundation Phase
Age-range of pupils	3 – 7 years
Address of school	Ffordd y Morfa, Abergele Conwy
Postcode	LL22 7NU
Telephone number	01745 823584

Headteacher	Mrs Julia Buckley Jones
Date of appointment	1 st January 2007
Chair of governors	Mrs Tracy Sellar
Registered inspector	Mrs Linda Jane Williams
Dates of inspection	19 th - 21 st October 2009

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	33	60	54	53	0	0	0	0	200

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	8	4	9.2

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	18:1
Pupil: adult (fte) ratio in nursery classes	8:1
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	28
Teacher (fte): class ratio	1:1.1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Summer Term 2009	86	92	94
Spring Term 2009	84	90	93
Autumn Term 2008	87	91	92

Percentage of pupils entitled to free school meals	32
Number of pupils excluded during 12 months prior to inspection	1 (temporary)

Appendix 3

This report uses data for 2009 for LEA and Wales comparative information

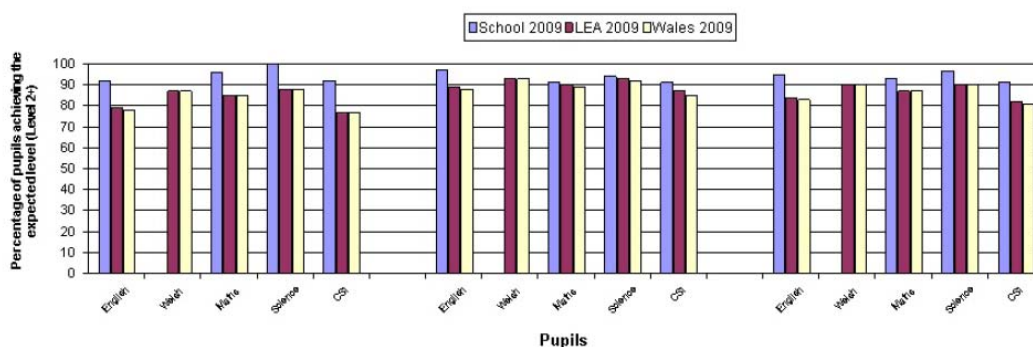
Ysgol Glan Gele
Conwy

LEA/School no: 662/2111

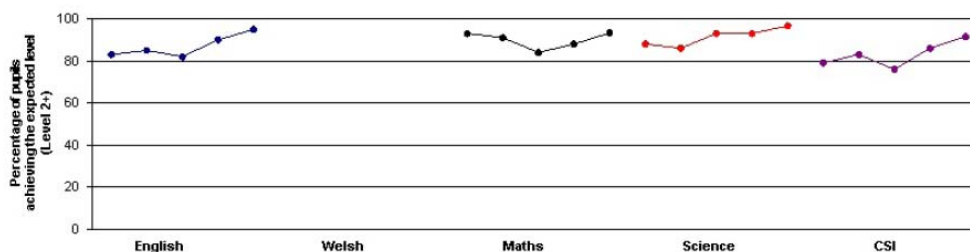
School comparative information: National Curriculum Assessments 2009 with benchmarking Key Stage 1

Percentage of boys, girls, and pupils achieving at least the expected level (Level 2+):

	Boys			Girls			Pupils		
	School 2009	LEA 2009	Wales 2009	School 2009	LEA 2009	Wales 2009	School 2009	LEA 2009	Wales 2009
English	92	79	78	97	89	88	95	84	83
Welsh	.	87	87	.	93	93	.	90	90
Maths	96	85	85	91	90	89	93	87	87
Science	100	88	88	94	93	92	97	90	90
CSI	92	77	77	91	87	85	92	82	81



School Performance over time (2005 - 2009)



Contextual Information

Benchmarked against schools with a similar percentage of pupils eligible for free school meals.

School's results shown in greyed boxes. Column headings refer to...

Quartile 1 School is in the top 25 per cent.

Quartile 2 School is in the top 50 per cent but not the top 25 per cent.

Quartile 3 School is in the bottom 50 per cent but not the bottom 25 per cent.

Quartile 4 School is in the bottom 25 per cent.

Free School Meal Group

More than or equal to 32 per cent eligible for FSM

	Quartile 4	Lower Quartile Boundary	Quartile 3	Median Boundary	Quartile 2	Upper Quartile Boundary	Quartile 1
English		64		74		82	95
Welsh		83		94		100	
Maths		72		80		88	93
Science		75		86		95	97
CSI		62		70		78	92

Notes:

1. Figures for Welsh refer to attainment in Welsh first language only.

2. CSI = Core Subject Indicator. To achieve the CSI a pupil must achieve at least the expected level 2 in both Mathematics and Science and either English or Welsh first language.

3. If there were no pupils eligible for assessment in a subject for a particular year the graph will discontinue and show a gap for that year.

Appendix 4

Evidence base of the inspection

Four inspectors spent a total of 10 inspector days in the school. A Peer Assessor also joined the inspection team and played a full part in the inspection. A team meeting was held prior to the inspection.

Inspectors and the peer assessor visited:

- 21 lessons or part lessons;
- all classes;
- acts of collective worship, and
- extra-curricular activities.

Members of the inspection team had meetings with:

- staff, governors and parents;
- senior managers, teachers and support staff, and
- pupil groups, including the school council, eco council and fair-trade council.

The team also considered:

- the school's self-evaluation report;
- 52 responses to parents' questionnaires;
- comprehensive documentation provided by the school before and during the inspection, and
- a wide range of pupils' past and current work, over all year groups.

The inspection team also:

- held discussion with pupils about their work, and
- observed pupils' behaviour throughout the day.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mrs Linda Jane Williams Registered Inspector	Context Summary and Recommendations Key Questions 1, 2, 5 and 6. Contribution to Key Question 4
Mr Eifion Roberts Team Inspector	Key Questions 3 and 4 Contribution to Key Question 1
Mr Enir Morgan Team Inspector	Key Question 7 Contribution to Key Question 2 and 5
Mr Gwynoro Jones Lay Inspector	Contribution to Key Questions 1, 3, 4 and 5.
Mrs Julia Buckley Jones	Nominee
Mrs Kathryn Williams Peer Assessor	Contributions to all key questions

Acknowledgement

The inspection team wishes to express their thanks to the governing body, headteacher, staff, parents and pupils of Ysgol Glan Gele for their co-operation and assistance both before and during the inspection.

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