

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

**A Report on the Quality of Education in**

**Glasllwch Community Primary School  
Melbourne Way  
Newport  
NP20 3RH**

**School Number: 6802039**

**Date of Inspection: 04 March 2008**

**by**

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

The inspection of Glasllwch Community Primary School took place between 03/03/08 and 04/03/08. An independent team of inspectors, led by Peter Mathias undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

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

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

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

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

Estyn decides the kind of inspection that a school receives, mainly on the basis of its past performance. Most schools receive a standard inspection. All 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. Glasllwch Community Primary School is situated in a residential area on the north side of the city of Newport, which is the unitary authority (UA). The area is made up of privately owned houses. A significant minority of pupils are from outside the area. There are 206 pupils on roll between the ages of four and eleven. Pupils come from a range of backgrounds. A high proportion of pupils are from socially and economically advantaged homes. Over the last five years the school roll has remained static.
2. On entry, most pupils have at least the expected levels of basic skills. The school reports that just over 1% of pupils are eligible for free school meals. This is very low in comparison to the UA and national averages for primary schools.
3. Some 17% of pupils are considered to have some degree of special educational needs (SEN), including seven boys and two girls who have statements of SEN, for a wide range of reasons. No pupil has the National Curriculum (NC) disapplied. No pupil was excluded in the previous school year. There are no children who are 'looked after' by the UA.
4. English is the predominant language at home in all but a few families. No pupil has Welsh as a first language. Six pupils are receiving support in English as an additional language.
5. The school was last inspected in the spring term 2002 when the current headteacher was the acting headteacher.
6. The school holds the Basic Skills Quality Mark for the third time, the Gold Eco-Schools Award, Green Flag status and three Healthy Schools Awards and the UA Equality Diversity and Achievement Award.

### **The school's aims**

7. The school's aims are very extensive and appropriate.

### **The school mission statement**

8. The school mission statement is, "To be a centre of excellence at the heart of this community with the highest standards, expectation of real achievement for everyone and where the needs and happiness of each individual are a focal point".

### **The school's priorities and targets**

9. The school's major priorities and targets for 2007/2008 are:
  - preparation for the Foundation Phase;
  - preparation for Curriculum 2008;
  - Building Learning Power;
  - assessment, reporting and recording;
  - self-evaluation;
  - Forest School initiative;
  - the development of information and communication technology (ICT);

- healthy schools;
- equal opportunities; and
- sustainable development and global citizenship.

## Summary

10. Glasllwch Community Primary School is an outstanding school with many outstanding features. It is extremely well led and has made good progress since its last inspection.
11. The inspection team agrees with all of the seven judgements made by the school about the standards pupils achieve and about other areas of its work.

### 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. As this was a short inspection, no judgements were made about standards of achievement in subjects in lessons seen.
13. The overall quality of education provided for children under five is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning.
14. Most children begin school with at least the expected levels of basic skills. Children make good progress in all areas of learning and in their personal, social and learning skills. They are very well prepared for the next phase of their education.
15. In the 2007 national teacher assessments for seven year olds, the percentage of pupils achieving at least the expected level (level 2) was well above the UA and all-Wales averages in English and mathematics and very high in science. The combined results were also above average. The proportion of pupils attaining the higher level (level 3) was also well above the local and national averages which is a major improvement since the last inspection. In these assessments the percentage of girls reaching the expected level was above that of boys. When these results are compared to a small group of schools in the UA with a similar proportion of free school meals, the school's performance was above most of these similar schools. Since 2005 seven year olds in the school have attained above most schools locally and nationally.
16. In 2007, the results of eleven year olds in the national teacher assessments were positive. The proportion of pupils reaching the expected level (level 4) was well above the UA and national averages in all three core subjects of English, mathematics and science. The combined results were above average. The

proportion of pupils reaching the higher level (level 5) was very high. In these assessments girls and boys performed similarly at level 4. A higher proportion of girls attained level 5. When these results are compared to a small group of schools with a similar proportion of pupils entitled to free school meals, these results were above those similar schools in all three subjects combined. Results have been above average in these assessments since 2005 and the school has met and exceeded the targets agreed with the UA.

17. Pupils' standards and progress in the key skills are Grade 1 (good with outstanding features). In English, pupils' skills in speaking and listening are very advanced. They build very well on the successful start they make in the reception classes. Across the school, pupils listen carefully for longer periods and read very fluently for their ages for a wide range of reasons. A particular strength in this key skill is the richness and variety of pupils' written work in many subjects and for different purposes.
18. In communication in Welsh, standards, bearing in mind the different starting points which pupils have, are Grade 2 (good features and no important shortcomings). Across the school pupils respond appropriately for their ages and abilities. They listen carefully to what is said to them. They write increasingly complex sentences and show a growing vocabulary.
19. Pupils' use of their mathematical skills is Grade 2. Across the school pupils, beginning in reception, apply these skills well when measuring accurately to design or when carrying out fair tests and investigations. They use graphical representations to express their findings in a variety of ways.
20. Pupils' skills in the application of ICT are Grade 2. From the reception, pupils develop a good range of skills and apply them well, for example to compose, edit and print their work. Older pupils interpret data and use spreadsheets to identify trends. They use digital cameras to illustrate their work and find out information from the Internet to support their learning across the curriculum.
21. Pupils' understanding of the traditions and culture of Wales is Grade 1. Pupils are very aware of their local history and geography and of the dance, music, art, history and literature of wider Wales.
22. Pupils' personal and social skills are Grade 1. In the reception, children show care, respect and concern for each other. In key stage 1 and key stage 2, pupils have very positive attitudes and work hard. They show that they are able to take on responsibilities readily.
23. Pupils' problem-solving skills are Grade 1. Across the school pupils very successfully investigate for themselves and make decisions about themselves. Pupils' creative skills are also Grade 1. They use a wide range of media to illustrate their work very colourfully. They perform to a high standard.
24. Across the school pupils have a very clear understanding of how to work with others constructively. They have a very good understanding of how to improve their own learning and performance. Both of these skills are Grade 1. Children in the reception come to school happily and work together well. Pupils are eager to learn. They work hard and are very conscientious. They have high regard for adults and for each other. They behave well.

25. There have been no exclusions during the previous school year. The level of attendance at 94% is above local and national averages.

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

#### **Grades for teaching**

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
40%	60%	0%	0%	0%

26. The quality of teaching is good with outstanding features. It is Grade 1 or Grade 2 in 100% of lessons. This is well above the average picture reported by Her Majesty's Chief Inspector (HMCI) in the Annual Report 2006/2007. In that report the quality of teaching nationally was at least Grade 2 in 66% with 14% being Grade 1. The quality of teaching found in this school is also well above the 2010 target for primary schools as set out in the Welsh Assembly Government (WAG) 'Vision into Action' document.
27. In the reception, teaching is very well planned and organised so that children take a very active part in their lessons from which they benefit considerably.
28. Across the school in the best lessons strong features include:
- detailed subject knowledge;
  - very high expectations of pupils;
  - careful explanations of what pupils should gain from the teaching;
  - very well constructed lessons so that pupils build systematically on what they already know and can do;
  - very positive sense of partnership between teachers and their pupils;
  - very warm and constructive recognition of the efforts of all pupils;
  - very well organised support for pupils with SEN and for those who have English as an additional language;
  - awareness and ability to promote a sense of awe and wonder in the natural world;
  - strong links with the world of work and commerce; and
  - very good use of incidental Welsh.
29. Arrangements to monitor pupils' long-term progress and achievement are very good and meet statutory requirements in full. Baseline, national and school-based assessments are carefully analysed and used in the planning of new work and in judging the progress pupils are making.
30. There are robust procedures in place to agree standards and to ensure that all teachers assess pupils' work consistently and accurately. Reports are detailed and give a clear picture of what pupils need to do to improve. Pupils' work is marked regularly and positively.
31. The curriculum is broad and balanced and has many outstanding features. It meets the legal requirements of the NC and the locally agreed syllabus in religious education in full. All pupils have equal access to what is taught. Generally curriculum planning is very detailed and very well used. In practice the education the school provides meets the needs and range of pupils very well. The planning for key skills however lacks sufficient detail of what teachers

should aim to teach year on year. Currently although pupils achieve very well in this area, there is no formal arrangement to ensure that this will continue to be the case in the future.

32. The curriculum is significantly enriched by a very wide range of activities, initiatives and out-of-school clubs. Homework provision is appropriate and contributes effectively to pupils' learning.
33. Arrangements to promote pupils' spiritual, moral, social and cultural development are good with no significant shortcomings. Pupils have very good opportunities to take on responsibilities through the school council. The school does much to promote pupils' bilingual skills and the understanding of their own culture and that of others. *Y Cwricwlwm Cymreig* is very well developed. There are extensive and very well constructed arrangements for pupils to learn about the need to conserve the world's resources and to be aware of the environment and other ecological issues.
34. Provision for all pupils including those with SEN and those with additional learning needs (ALN) is a major strength of the school. A very experienced and able team made up of teachers, assistants and the SEN governor supports pupils very well. Links with support agencies and parents of children with SEN and ALN are very constructive.
35. The quality of care, guidance and support is good with outstanding features. There are very extensive, detailed and effective arrangements to ensure the care and well-being of all pupils in all aspects of their personal and educational development. The school is very mindful of its responsibilities in these areas. Child protection arrangements follow local guidance and recommended good practice. All staff are well trained and very aware of their responsibilities in this area.
36. The school has a very close working relationship with parents which significantly reinforces the strong sense of community within the school family. Arrangements to monitor attendance, punctuality, behaviour and performance are rigorous as are those to promote good race relations, equal opportunities and to deal with any oppressive behaviour. The school very successfully ensures that all pupils from all backgrounds are equally respected and treated. There are very good arrangements to make pupils aware of the rich diversity of modern society and to celebrate and share in the cultural and artistic achievements of non-European traditions. The school has conducted a detailed survey of the school grounds and buildings to ensure that those with physical disabilities are able to move safely and easily within the school.

### **Leadership and management**

37. The school is extremely well led and managed. The headteacher gives a very purposeful and energetic lead to a highly motivated staff who share a commitment to provide very well for all pupils in all aspects of their life in the school.
38. Staff and pupils work together in a very positive and constructive partnership. Teachers very carefully ensure that pupils achieve at least as well as it would be reasonable to expect of them. The senior management team and subject leaders manage their areas of responsibility very effectively. There is a very strong culture amongst all staff to evaluate constructively their own roles and to

identify where they have strengths and areas to improve. Staff are not complacent. There is a very happy, purposeful and vibrant atmosphere in which pupils and teachers thrive.

39. The school takes very careful account of national priorities and local partnerships. The school council is very active and successfully helps pupils to understand the democratic process. The school listens to and respects pupils' views. Links with other schools are strong. Arrangements to give teachers time during the taught week to plan, prepare and assess are well managed.
40. The school has made very good progress in preparing for the foundation phase. Pupils have very good opportunities to understand ecological and environmental issues. They are made very aware of the need to live healthily. The school has introduced a wide range of initiatives to identify and provide pupils with additional support to enable them to reach higher standards. Arrangements to promote pupils' bilingual skills are very effective. There is no breakfast club.
41. The governing body is very committed to the school and is very well led. Governors meet their statutory duties in full. They are very influential in shaping the long-term direction for the school. They work very closely with the headteacher to determine how priorities should be addressed. They manage the school's finances very well and ensure that the school spends its money effectively. Governors very successfully act as a supportive but critical friend of the professional leadership and management.
42. The process of self-evaluation is very thorough. It is very comprehensive and detailed. The views of all staff, pupils, parents and governors are well considered. It is firmly based on first-hand evidence and discussion.
43. The school self-evaluation document is very well constructed. It provides a clear, accurate and detailed analysis of the school's strengths and weaknesses. There are close links between this document and the school development plan (SDP) which is sufficiently detailed to enable staff and governors to use it as a working document in order to judge the progress being made. There are also close links between these and the school's performance management programme.
44. Since the last inspection in February 2002, the school has made good progress. Nearly all of the key issues of that inspection have been very successfully addressed. However, while the concerns regarding access to the school for vehicles have been raised with the UA, the solution to this key issue does not lie within the powers of the governing body to address alone.
45. The school is very well resourced and provision is well used and managed. There are sufficient teaching and support staff. Teaching assistants are particularly well qualified and deployed. The school makes very effective use of every available space. Outside facilities for education are very good.
46. Bearing in mind the overall levels of achievement of pupils by the age of eleven, the consistently high quality of education provided and the school's very strong leadership and management, the school gives 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 the process of planning for the use of key skills across the curriculum in order that there are sufficiently detailed indications of what should be taught year on year, so that all pupils continue to develop their key skills systematically

\* *Which the school has recognised as a priority.*

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

47. Overall the findings of the inspection team matched the judgements made by the school in its self-evaluation report.
48. As this was a short inspection, no judgements were made about pupils' standards of achievement in subjects in the lessons observed.
49. Baseline assessments indicate that achievement is average or just above average when children begin school.
50. The overall quality of the educational provision for children under five is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning.
51. In the 2007 national teacher assessments for seven year olds in English, mathematics and science, the proportion of pupils reaching the expected standard (level 2) was well above the UA and national averages in English and mathematics and very high in science. The proportion of pupils attaining the higher level (level 3) was also well above the local and national averages in all three subjects. When the results were combined, the school performed above the UA and national averages. In these assessments girls performed better than boys. These results reflect the impact on the overall picture of two boys who were identified as having significant learning difficulties. Evidence from data analysis indicates that the progress pupils make from when they begin in reception until they move to key stage 2 is very good.
52. When these results are compared to a narrow band of schools considered to have a similar proportion of pupils entitled to free school meals in the UA, the results were above the majority of these schools in English, just below the majority of these schools in mathematics and very high in science. Overall the combined results were above most of these similar schools. In recent years the school's performance has been above the local and national averages for seven year olds.

53. In the key stage 2 national teacher assessments for 11 year olds in English, mathematics and science the proportion of pupils achieving the expected level (level 4) was well above the UA and national averages in English, mathematics and science. The combined results were above the majority of schools locally and nationally. The proportion of pupils reaching the higher level (level 5) was twice the national average in all three subjects. In these assessments, boys and girls achieved similarly at level 4. However a higher proportion of girls reached the higher level (level 5).
54. When these results are compared to a narrow band of schools within the UA with a similar proportion of pupils entitled to free school meals, these results were above those similar schools in English, mathematics and science and when these results were combined. Since 2005, results have been consistently above or well above these similar schools and the local and national averages. In 2007 the targets agreed with the UA have been met as they have been in previous years.
55. Pupils' overall achievements in the key skills are Grade 1. In English across the school pupils' skills and maturity in speaking and listening are very strong features. In the reception, children speak clearly in a wide range of contexts. In key stage 1 and key stage 2, pupils communicate their ideas clearly and articulately. They increasingly sustain and develop complex discussions. They listen very carefully to their teachers and to each other. In the reception children make very good progress in putting their early reading skills to effective use. Older pupils use a range of strategies confidently across the curriculum to retrieve information. A particular strength is the very wide range of writing used in all areas of the curriculum from reception to Y6. Pupils write in many different styles and for different purposes, for example in writing letters and in keeping a diary in history as well as writing explanations, for example in science.
56. Pupils' achievements in communication in Welsh, bearing in mind their starting points are Grade 2. In reception, children are beginning to recognise simple sentences. They respond appropriately to questions and count confidently within 10. In key stage 1, pupils identify key words and place them in contexts. They write in brief sentences. In key stage 2 pupils use the language confidently. For example they question and respond well using complex sentences. They listen readily. In key stage 1 and key stage 2 pupils write in Welsh with clarity and accuracy for their different ages and abilities. Many are eager to display their increasing abilities in using Welsh.
57. Pupils use their mathematical skills well. This is Grade 2. In the reception, children follow repeated patterns in art. They measure carefully when making cakes or when building using a range of different materials. In key stage 1 and key stage 2 pupils measure accurately when creating new designs in design technology and when carrying out a fair test in science. They use graphical representations appropriately to express their findings in different forms, for example when carrying out surveys in geography.
58. Pupils' skills in ICT are Grade 2. In the reception children use the 'mouse' accurately to enter and navigate simple computer games to reinforce their work in number. They create illustrations using simple graphical programs. In key stage 1, pupils readily use their skills to find out information for themselves and to compose, edit and print their work. In key stage 2, they confidently use ICT to

handle and interpret data. They construct and use spreadsheets to identify trends and to describe changes. They regularly use digital cameras to illustrate their work and record what they do.

59. Pupils' bilingual skills are Grade 2. Across the school from reception, pupils respond well to the school's effective programme for promoting bilingualism. Many pupils speak with increasing confidence in their lessons and around the school.
60. Pupils' knowledge of the particular features of Welsh music, dance, art, history, literature and the traditions of Wales is Grade 1. By the end of key stage 2, pupils are very aware of their local history and of the development of Newport into an industrial city. They have a very good understanding of their wider Welsh heritage and the work of some Welsh writers, composers, artists and craftspeople.
61. Pupils' personal and social skills are Grade 1. In the reception children show care, respect and concern for each other. They have very positive relationships when playing and sharing together. They carry out tasks willingly and are eager to take on responsibilities. In key stage 1 and key stage 2, pupils show very positive attitudes to each other and work seriously and concentrate hard.
62. Pupils' problem-solving skills are Grade 1. In the reception children are quickly encouraged to explain why they think things happen. They are very successfully encouraged to investigate for themselves. Within key stage 1 and key stage 2 pupils in mathematics, science and design technology respond very well to a wide range of challenges and problems. They make sensible decisions about improving their own lives in school.
63. Across the school pupils' creative skills are Grade 1. Pupils produce work of a very high quality using a wide range of media. They perform music to a high standard as individuals and in small and larger groups. They illustrate their work well and take part enthusiastically in a wide range of performances including creative dance.
64. Pupils show a very well developed understanding of how to work with others successfully. This is Grade 1. They show tolerances of each other's differences and share their resources readily. They are very co-operative and respect each other's different opinions and viewpoints. Boys and girls work together constructively and treat each other with consideration.
65. Pupils have a very good understanding of how to improve their own lives and performance. This is Grade 1. Pupils are very familiar with their individual learning targets which form an integral and important part of the way in which they are taught. From reception, pupils have a very clear picture of what they need to do to improve and how to go about achieving their targets.
66. The average attendance for the three terms before the inspection was 94.4%. The summer attendance rate is reduced because some parents take their children out of school for holidays during term time. The school sets targets for attendance and reports progress on the targets to the parents and governors. Registration arrangements meet WAG guidelines. Pupils are punctual at the start of the day.

67. Across the school pupils work very hard and are very conscientious. They show high levels of respect for others. They know how to work independently and do so maturely. They are well placed to continue their progress in learning as they move to secondary education and afterwards.

## The quality of education and training

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

#### Grade 1: Good with outstanding features

68. Overall the findings of the inspection team matched the judgements made by the school in its self-evaluation report.

69. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
40%	60%	0%	0%	0%

70. The quality of teaching is good or better, that is Grade 1 or Grade 2 in 100% of lessons. The quality of teaching is outstanding that is Grade 1, in 40% of lessons. These figures are well above the national picture reported by HMCI in the Annual Report 2006/2007. The quality of teaching nationally in primary schools is at least Grade 2 in 66%, with 14% having outstanding features. These figures are also above the 2010 targets for primary schools set out in the Vision into Action document, where the quality of teaching assessed by Estyn is to be Grade 2 or better in 80% of lessons.
71. In the reception, the planning and organisation for these children to take part in a very wide range of learning activities is very well developed and effective.
72. Across the school, teachers have very high expectations of their pupils in all aspects of their life in school which they pass on successfully to their pupils. They plan very carefully so that their lessons are well structured to help pupils build systematically on what they already know and can do. They carefully explain what the objectives of the lessons are and how much time pupils have to complete their tasks.
73. Across the school there are very positive working relationships between teachers and their pupils which promote very successfully a sense of partnership and shared commitment to achieve well. Pupils invariably wish to please their teachers because they are valued as individuals.
74. Pupils with SEN and with English as an additional language are all made to feel that they are important members of the school community and have a major part to play in their lessons. They know that their contributions are equally valued by their teachers, their assistants and all the other pupils.
75. In the best lessons, teachers explain very clearly to pupils the skills they should develop as a result of the activities planned for them. They set interesting practical problems for their pupils to solve, for example when building a fire in the forest to toast their marshmallows. They promote their pupils' interest and curiosity in nature very well and develop a tangible sense of awe and wonder in the changes which occur as the seasons move on. Teachers pose challenging questions, which enable pupils to think more deeply and to come to conclusions

logically. They ensure that all pupils of different abilities are appropriately engaged and extended in their lessons.

76. In many lessons, teachers show very good subject knowledge, for example in a science lesson where they very successfully encouraged pupils to work with a sense of urgency and enquiry. Opportunities to develop pupils' understanding of the world of work and commerce are very cleverly taken. Very good use is made of incidental Welsh so that pupils are very effectively encouraged to respond in Welsh as well as English in their lessons. For example teachers use incidental Welsh to exchange greetings, give praise, call the register, discuss the weather and give a wide range of commands in lessons and in whole-school situations. A good variety of interesting strategies (such as role-play) are used consistently across the school to develop pupils' speaking skills in Welsh.
77. The way in which the school assesses its pupils' individual progress and uses this information to improve teaching and learning is an outstanding feature of the school.
78. The school has comprehensive arrangements for agreeing the standards of work pupils should aim to achieve year on year in each subject. Across the school there are detailed arrangements for teachers to judge standards pupils achieve and to help ensure that the teachers' assessments of standards are consistent and accurate.
79. In lessons, teachers and their assistants closely observe the work of pupils and very carefully assess their understanding. Teachers mark pupils' work regularly and give detailed and constructive feedback to help them to improve. All staff record detailed information on pupils that have not understood concepts or met particular targets for key skills over the course of the lesson. This information feeds into the planning of further work for them.
80. The school sets challenging targets for its pupils over the longer term and uses assessments and tests very effectively to check that they are meeting them. The school is meticulous in evaluating and comparing data from baseline predictions and from tests to check whether pupils are achieving as well as they might. Teachers are trained in the use of electronic methods of recording and interpreting assessment data and this enables them to keep clear, detailed records. They quickly see whether groups of pupils or individuals are making the expected progress. Assessment reviews between the deputy headteacher and class teachers are very detailed and thorough.
81. The school meets statutory requirements for recording and accrediting pupils' work. Marking of pupils' work is helpful and appropriately detailed.
82. Pupils are very effectively involved in planning their own learning through making suggestions for further work, evaluating their own performance at the end of lessons and through their learning diaries.
83. There are regular meetings for parents to discuss their children's progress and examine their work. Parents are well informed about any matters concerning their children. Reports to parents are detailed and include targets for improvement.

**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**

84. Overall the findings of the inspection team match the judgements made by the school in its self-evaluation report.
85. There are many outstanding features to the way in which the school meets the needs and interests of its pupils through the learning experiences it provides. Of particular note are its use of the outdoors as an exciting learning resource, the variety of additional curricular opportunities offered to pupils and the close working partnership with parents.
86. The overall quality of the educational provision for the under-fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning.
87. Reception children enjoy an outstanding variety of carefully planned and managed indoor and outdoor learning experiences. This very effectively enables them to develop their basic and key skills and prepares them extremely well for moving on to the next stage of their learning.
88. The curriculum for the rest of the school fully meets all legal requirements of the NC and the agreed syllabus for religious education. Appropriate policies are in place to address drugs awareness, sex education and personal and social education (PSE).
89. The curriculum is broad and balanced and provides very well for pupils to build systematically on what they already know and can do. The curriculum meets the full range of needs and this enables them to achieve very high standards. Appropriate policies and schemes of work are in place for all curriculum subjects.
90. The planning for key skills development in some subjects is very good and is particularly well done. In music, for example, skills to be learnt in each year group are very specific and show very clearly the steps pupils should take year on year. However, the school lacks an overall plan for the systematic development of the key skills in all subjects, which provides sufficient detail for all teachers to be aware of what they should teach next and what pupils should achieve year on year. Currently planning in this area is over-dependent on the abilities of individual teachers planning.
91. The school very successfully promotes basic skills for those pupils needing extra support. They participate in a comprehensive range of intervention strategies and confidence-building programmes. These enable pupils to make very good progress and achieve well.
92. The curriculum is very rich in additional opportunities for pupils to develop wide-ranging interests; this is an outstanding feature. During the summer term for example pupils enjoy enrichment afternoons where they are actively encouraged to try a variety of new experiences such as gardening, orienteering, sport or craftwork. In addition, the on-site Forest School and the stimulating outdoor learning environment where pupils study the natural world, enhance their daily learning experiences.

93. The school provides enhanced opportunities for pupils to receive accreditation and awards for achievement. Of particular note is the 'Head Over Heels' scheme, where the school not only provides high quality physical development experiences for reception children during teachers' non-teaching time, but also enables them to work towards British Gymnastics accreditation.
94. The school offers numerous extra-curricular activities, open to all, to cater for a wide variety of interests and benefit pupils' development. Pupils also have very good opportunities to develop their musical skills to a high standard through instrumental tuition and participation in the school orchestra.
95. The school has been very successful in involving both parents and the local community in its daily life. This is an outstanding feature. Parents and friends of the school share specialist knowledge and expertise and provide useful contacts to help enrich the curriculum. They also offer regular practical help, fundraise tirelessly and provide substantial financial support that benefits pupils.
96. The school provides well for pupils' spiritual and moral development through its personal and social education programme, collective worship which meets the legal requirements and the ethos of the school. Staff have high expectations of pupils and relationships are very good. From an early age pupils respect the rights of others and have a well-developed sense of right and wrong.
97. Pupils have very good opportunities to develop socially through working with others in their lessons and taking responsibility such as serving on the school council. Pupils' views are sought and their opinions respected, for example when they are encouraged to share ideas about what they want to learn. As a result, they are self-confident, polite and friendly towards both adults and each other.
98. The school promotes pupils' understanding of their own British culture and of Wales very well. Music, art and craft are given high priority, as are the unique culture and history of Wales. Planning for '*Y Cwricwlwm Cymreig*' is comprehensive. Pupils also develop a very good understanding of the differing cultural backgrounds of other pupils, for example when they study Japan, and during multi-cultural week. Pupils celebrate a broad range of 'Special Times', both religious and cultural, and enjoy dressing in costumes from around the world, learning national dances and trying new foods.
99. The school actively promotes pupils' bilingual skills, in implementing the Welsh scheme of work in discreet lessons, in holding a weekly Welsh assembly, displaying a word or phrase of the week and in the 'Draig Ffynici' initiative. A progressive programme for developing bilingualism has been well integrated across the curriculum.
100. There are a considerable number of visits to local places of interest, many of which result from the very close links the school has established with the local community. For example, pupils have been invited to visit Newport Council to help them understand the principles of democracy. The school takes the lead in the local Physical Education and School Sport (PESS) sporting initiative and with the secondary school. Relationships with other schools in the cluster are well established and productive. Partnerships with nurseries and key stage 3 providers are logistically challenging but effectively organised. Pupils attend the school from a wide variety of nursery settings and transfer to up to eight different schools at the end of Y6. The school liaises appropriately with all of these in

arranging visits and exchanging information. Pupils visit the main feeder secondary school for induction days and special programmes of work help ease transition. Appropriate arrangements are made for those attending other schools.

101. Although a small minority of parents feels that homework is too demanding the overwhelming majority is happy with the situation. The inspection team consider that homework is appropriate both in quantity and quality and makes an effective contribution to pupils' progress in learning.
102. Outstanding features of the school's provision are in raising pupils' understanding of the world of work, the development of their entrepreneurial skills, the promotion of sustainable development and reflecting national priorities for lifelong learning.
103. The school has a clear strategy with a well-planned programme of activities in every year group to build on what pupils already know and to broaden their experiences and understanding of the world of work and entrepreneurship. A key feature is the links between the world of work, entrepreneurship, sustainability, global citizenship and healthy schools. These are carefully planned into all curricular schemes of work ensuring a coherent approach.
104. From the reception class pupils in every year group have very good opportunities to develop their knowledge, skills and understanding of work-related issues. Pupils benefit from a very wide range of work-related activities and visits; and there are very good examples of several local businesses and organisations supporting school world-of-work activities including participation with various projects and competitions. Many of the visits made often relate not only to classroom themes but also aspects of the environment, well-being, and ethical issues. An outstanding feature is the after-school newspaper club which, through well-developed links with two newspapers in South Wales, produces a regular school newspaper. Some members of staff have also benefited from placement in business and industry.
105. Opportunities for learners to develop their entrepreneurial skills take place in every year group. They include experiences relating to the activities of a mini-enterprise which throughout the year produces and sells a range of commodities to parents at school events. There are also many opportunities for pupils to extend their awareness of the world of commerce through the craft and gardening clubs, participation in design technology and engineering project work, the production of a school newspaper and developing interviewing and presentational skills.
106. School activities are built on the aim of ensuring equal opportunities for all and eradicating all forms of discrimination. There is a clear equal opportunities policy that deals with aspects of stereotyping and the policy is effectively implemented in many aspects of school life such as in the school and eco-councils' activities. The school also holds the UA Equality, Diversity and Achievement award and makes very good efforts to raise pupils' awareness of equality, diversity and tackling social disadvantage issues. The activities provided within subject areas and across the exceptionally wide range of school activities are designed to ensure that learning experiences promote the skills necessary for lifelong learning.

107. The school has a very strong commitment to global citizenship and sustainable development matters. There is very good provision for teaching sustainable development within subjects and in cross-curricular themes. The school and eco-councils play a large part in promoting environmental and healthy matters within the school. Pupils are heavily engaged in recycling initiatives within the school. The emphasis on sustainable development is an outstanding feature of the school's work.

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

<b>Grade 1: Good with outstanding features</b>
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108. Overall the findings of the inspection team matched the judgements made by the school in its self-evaluation report.

109. The school's provision in this key question includes a significant number of outstanding features.

110. The extensive range of care, guidance, support and experiences provided for the pupils is an outstanding feature of the school's provision and arrangements. Effective programmes and processes are in place to support all pupils. The school has a happy and caring ethos, a community atmosphere. Pupils are highly valued and their opinions are regularly considered.

111. The school places considerable emphasis on working in a very close partnership with all stakeholders and in taking into account their views. Training days are held regularly for teachers and governors to evaluate the progress of the current SDP and to identify and agree future priorities. The school takes very careful note of parents' views through the use of detailed questionnaires and the school website. Parents and pupils are encouraged to express their opinions through them. Pupils, as part of the duties of the school council, attend some governors' meetings and some meetings of the parent and teacher association. Their views are respected and taken into account.

112. Relationships with parents are very good and consistently positive responses were received at the meeting prior to the inspection. Communication with parents is a notable strength of the school. Parents and governors are very supportive of the school and play a prominent part in many of its activities including supporting in the classrooms and sharing their expertise to assist with extra-curricular activities. The very detailed home/school agreement informs everyone concerned of their responsibilities.

113. There are effective induction and support programmes, which help pupils to settle in quickly when entering reception. The links between the reception class and feeder nurseries are strong. As pupils progress through the year groups transition arrangements are well planned. In addition to regular liaison there are data transfer procedures in place, enabling staff to know their pupils very well and to diagnose individual needs. The strong links with the local feeder high schools result in a smooth transfer to the next stage of pupils' education.

114. Registration is undertaken appropriately. There are good procedures for monitoring pupils' punctuality, attendance, behaviour and performance. These

factors have a perceptible impact on pupils' progress and ensure that they are able to thrive in a caring and supportive environment.

115. An outstanding feature is the way in which the PSE programme has been compiled and implemented to ensure that it permeates all areas of the curriculum. Key initiatives such as the development of entrepreneurial skills, the understanding of sustainable development, healthy living and eating, global citizenship, diversity, race relations, equality and inclusion are all handled very well.
116. The school has a long and successful record of participation in healthy schools' initiatives and addressing the 'Every Child Matters' agenda. The school effectively ensures the healthy development, safety and well-being of pupils through the personal, social and health-education programme, parental consultation and involvement, the work of the eco-committee and school council. It effectively ensures the healthy development, safety and well-being of pupils. Healthy-living activities and initiatives are very well promoted within subject areas, the enrichment curriculum, after-school clubs and other extra-curricular activities. The school makes good efforts to protect the pupils from harmful situations and regularly reminds them of health and safety through its daily procedures. A clear health and safety policy is in place and all staff have regular training on all relevant matters. The PSE programme and circle time are effectively used to promote a range of personal, health and welfare issues and the school receives good support from external agencies in delivering various aspects of this programme.
117. A detailed child protection policy is in place with a designated staff co-ordinator and named governor. It conforms to local guidelines. Staff and governors are fully aware of procedures within the school and of their roles. Information and awareness-raising training has been held for all staff.
118. Provision for pupils with ALN has outstanding features. The special educational needs co-ordinator (SENCo) is very experienced and manages the provision very well. The register for SEN is kept in accordance with statutory requirements, and a good number of pupils make sufficient progress to be removed as they progress through the school. All documentation is fully in accord with the Code of Practice for SEN.
119. The school has very effective procedures for identifying at an early stage pupils with ALN. There are good links between the school, the local nurseries and the school nurse for this. The results of baseline assessment, together with ongoing dialogue between parents and teachers provide information that is used to highlight any concerns. Effective target setting for pupils, teachers' assessment and the use of standardised tests serve to review pupils' progress closely and regularly. This process results in the provision of an individual education plan (IEP) where necessary, in which parents are fully involved. Parents are fully informed of all the strategies which are employed to give additional support. Individual education plans record targets, teaching strategies, resources, success criteria and monitoring arrangements, together with a specific time for review. They are integrated into short-term planning, monitored regularly and reviewed every term by class teachers, the SENCo and teaching assistants. Parents are fully involved in the review of their children's progress, and pupils can be involved in the review process according to parental wishes.

120. All pupils with SEN are fully integrated into classes and are appropriately withdrawn at times for support. Many innovative strategies are used very effectively by the SENCo and a number of dedicated and experienced support staff, to improve pupils' numeracy and literacy skills. There are comprehensive arrangements to review the inclusion of all pupils in the school's overall provision.
121. Support for pupils with SEN is given in a flexible way to individuals or small groups by class teachers and support staff. Work is carefully planned in order to provide an appropriate level of challenge both to pupils with SEN and for those who have been identified as more able and talented.
122. Pupils with ALN are very effectively supported by a generous allocation of support staff, and by a wide range of outside agencies. The governor responsible for SEN, an experienced teacher, takes a pro-active role in monitoring provision and in liaising with the SENCo on SEN issues.
123. The school is very well aware that more able and talented pupils also have ALN. Lessons are generally very effectively planned to provide a level of challenge for these pupils. A designated register records those who are identified across a range of performance data, and from the observations of teaching and support staff and parents. Those who are talented in mathematics attend the UA numeracy centre for mathematics master classes. Those with sports, musical or creative writing talents benefit from further specialist extra-curricular enrichment. A small group of pupils who are learning English as an additional language are given good support on a weekly basis.
124. Pupils' behaviour is monitored very effectively and, when required, action is taken to support pupils who may experience difficulties. Behaviour targets are included in IEPs, and advice is sought from the Behaviour Support Service, as required. There have been no exclusions in the year before the inspection. Strategies to encourage pupils to behave well are very effective, and all staff have received training in positive discipline procedures. Parents in the pre-inspection meeting felt that relationships in school are strong.
125. Clear policies exist on race equality, equal opportunities and diversity and every SDP contains an action plan to develop the ethos of equalities and learning for all. All staff have received training in these aspects. Multi-cultural themes are effectively promoted in a very wide range of activities including a link with a school in Lesotho and an annual multi-cultural activities week. The awareness of the importance of racial equality is very well developed through personal and social education, discussion time, assemblies and an appropriate range of reading material. In discussions with pupils it was noticeable how aware they are of so many aspects of equality, diversity, race and inclusion matters.
126. The school has in place a Disability Equality scheme and provides appropriate information for disabled pupils and seeks support when required. There are detailed action plans in place. A very strong ethos of tolerance and understanding ensures that no one is unfairly treated.

## Leadership and management

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

#### Grade 1: Good with outstanding features

127. Overall the findings of the inspection team matched the judgements made by the school in its self-evaluation report.
128. The school is extremely well led. The headteacher has a very clear vision for the school and provides a very energetic, purposeful and thoughtful lead to all staff. There is a strong sense of shared commitment to provide a high quality education for all pupils to enable all pupils to achieve well and for everyone to put the school's vision statement into effect. This is reflected in the national teacher assessments for eleven year olds which are consistently high. There are detailed arrangements which are rigorously applied to assess the progress pupils are making and to ensure that pupils achieve the standards it would be at least reasonable to expect of them.
129. There is a very effective working relationship between the senior management team and subject leaders in order to manage their areas of responsibility very well. For example as a result of careful planning and teamwork, much has been achieved in improving the resources and facilities for the early years and for pupils to learn from a very rich and stimulating outdoor environment. Across the school all staff consistently evaluate their own performance honestly and work constructively together. Working closely with the headteacher, staff have very successfully raised standards. This is particularly notable in respect of the proportion of pupils attaining the higher levels in the end of key stage national teacher assessment. It also permeates many aspects of the life of the school helping to create a vibrant and happy ethos in which pupils and teachers thrive.
130. The school takes very careful account of national priorities and local partnerships. The school council is very active and influential in helping to determine the needs of pupils and to help pupils to develop a strong sense of responsibility and citizenship. The school is very mindful of the importance of listening to pupils' views and of engaging with them about how the school functions. The school gives significant emphasis to ecological issues and to the need to protect and improve the environment. Pupils are made very aware of their personal responsibilities to be good caretakers of the natural world.
131. The school has achieved much in developing pupils' bilingual skills. Preparation for the introduction of the Foundation Phase is very well advanced. Pupils' awareness of the importance of healthy eating and living healthily is given a major emphasis in the daily life of the school.
132. The arrangements to provide teachers with time during the taught week to plan, prepare and assess are effective and very well managed. The school has very successfully introduced a range of initiatives to provide additional help to pupils who need it in order to raise their achievements. There are close and effective links with other schools and colleges including the secondary schools to which most pupils transfer at the age of eleven. The school is regularly used by the UA to demonstrate good practice in a wide range of areas. Performance management arrangements are robust and well established. All staff are aware of their targets for improvement.

133. The governing body provides a very strong lead and a well-informed steer to the school. It is very well led. It carries out its statutory duties in full. Governors are very aware of how well the school performs in all aspects of its provision. For example, there is a very successful arrangement for governors to consult the subject leaders and to visit the school regularly. Governors work very closely and in a very constructive way with the senior management team to determine the long-term direction for the school. They very successfully hold the professional leadership of the school to account. They keep a careful eye on the outcomes of their spending decisions and manage their finances very well.

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

**Grade 1: Good with outstanding features**

134. Overall the findings of the inspection team matched the judgements made by the school in its self-evaluation report.
135. The school has very comprehensive and detailed procedures for judging the performance of the school and identifying its strengths and weaknesses. The document is firmly based on first-hand evidence and thorough discussion. The views of the professional staff, pupils, parents and governors are carefully considered. For example governors take an active part in a day set aside for this purpose. They utilise the opportunities available very well to confirm their own views of the school and as a result to determine the way forward through the SDP. All subject leaders and governors have a very detailed understanding of their own areas of responsibility and successfully assist in this process.
136. The school self-evaluation document is very well constructed. It is a clear, accurate and detailed analysis of the school's strengths and weaknesses. It is closely linked to the SDP and to the school's performance management programme. The SDP contains considerable detail for governors to follow up on its decisions and to judge whether or not the actions taken have been successful. There are well-expressed benchmarks for governors to carry out this part of their responsibilities. The SDP is well used as a working document by the professional staff to improve further the quality of teaching and learning. The requirements to put in place arrangements for teachers to plan, prepare and assess during the taught week have been skilfully met.
137. The inspection team agrees with the school's identification of its strengths and areas for improvement. The inspection team also agrees with all of the judgements made by the school in its self-evaluation.
138. Since the last inspection, the school has made good progress in addressing the key issues of that inspection. High standards have been identified and ICT is well used across the curriculum. The school now provides outstanding outdoor play provision for children under five. However, although there have been discussions between the school and the UA regarding improvements to vehicular access, the current situation is the same as at the time of the last inspection. The school recognises that it does not have, within its own hands, the ability to address this key issue thoroughly.

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

### Grade 1: Good with outstanding features

139. Overall the findings of the inspection team matched the judgements made by the school in its self-evaluation report.
140. There are sufficient teaching and support staff to meet needs of the school. Teaching assistants are particularly well qualified and those used to cover teachers' planning and preparation time plan and deliver high quality learning experiences. This is an outstanding feature. All staff have access to suitable training and professional development. For example, the headteacher has provided training in the use of incidental Welsh for canteen staff.
141. There is a plentiful supply of good quality learning resources to provide interesting and stimulating experiences for pupils. The school is very well supplied with ICT equipment.
142. The school has classrooms of good quality, and very good use is made of all additional areas for support work. The hall is efficiently used for assembly, gymnastics, concerts and for providing lunch to pupils.
143. An outstanding feature of the school is the way in which the school has developed the outdoor area very effectively to provide enhanced opportunities to play and learn. Educational visits to the local environment are used well to set learning in its appropriate context for pupils and the school makes effective use of expertise from external providers such as gymnasts, artists or musicians and from parents and friends.
144. The school is well-decorated, carefully maintained and kept very clean by an enthusiastic caretaker and cleaning staff that are valued members of the school team. It provides a comfortable and stimulating indoor working environment for adults and pupils. Pupils' work is attractively displayed and appropriately celebrated.
145. Day-to-day administration is very efficient and good humoured. Although the accommodation is not generous the school makes very effective use of every available space.
146. Parking is still difficult but the school has ensured that this does not have an adverse impact on pupils' safety or on working conditions for staff.
147. Teachers and support staff are deployed very effectively to make the best use of their experience and expertise. The school has carried out a thorough review to remodel the workforce. Working relationships are excellent, and teachers and teaching assistants work very well together to plan, record and assess pupils' work. Suitable arrangements are in place which are used very effectively to provide all teachers with the required time for preparation, planning and assessment. Good use is made of specialist teaching in music and religious education during these sessions.
148. Priorities for teachers' continuous professional development are effectively identified from the self-evaluation and SDP cycle and are closely linked with performance management targets. Teaching and support staff are given relevant opportunities for further training, which in turn are linked with the wide range of support programmes the school offers for pupils with ALN.

149. The school's use of learning resources is very good. Resources across the curriculum are very well organised and are accessible to staff and pupils. They are used very effectively to enrich pupils' learning.
150. The school budget is very well managed by the headteacher and the governing body. The finance committee of the governing body monitors spending regularly and is very effective. It ensures the application of 'best value' principles. The school carries a prudent surplus. The allocation for learning resources is linked very closely to priorities in the SDP, and effective use is made of any monies provided by fund-raising activities and grants to acquire resources.
151. Bearing in mind the overall levels of achievement of pupils by the age of 11, the consistently high quality of education provided and the school's very strong leadership and management, the school gives very good value for money.

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

The headteacher, staff and governors of Glasllwch Primary School have considered the outcomes of the recent inspection in March 2008 and are delighted that the findings acknowledge that Glasllwch is an 'outstanding school with many outstanding features'.

The awarding of the highest grades in all seven key questions confirms the commitment, dedication and professional manner with which all who work at the school undertake their duties.

We are pleased that the inspection team found that the quality of teaching and standards are above the Welsh Assembly all-Wales targets and that the schools results are very high when compared with similar schools both locally and nationally. This is a result of the hard work of the pupils, outstanding teaching, the strong partnership that exists between home and school and a well informed and involved governing body.

The inspection team recognised that the school is extremely well led and managed; with the headteacher providing a purposeful and energetic lead to a highly motivated staff who share a commitment to provide very well for all pupils in all aspects of their life in the school.

We are delighted that the inspection report makes clear the elements that make our school what it is: positive working relationships exist between staff and pupils, promoting a sense of partnership and a shared commitment; pupils are valued as individuals; there is a vibrant and happy ethos in which pupils and teachers thrive.

The very many outstanding features of our school, highlighted in the report, will enable us to build on firm foundations and continue to strive to be 'a centre of excellence'.

The headteacher, staff and governors greatly appreciated the professional and courteous way in which the Registered Inspector and his team carried out a very thorough inspection. Their opinions and judgements are valued and their recommendations will be acted upon in future plans for the school.

## Appendix 1

### Basic information about the school

Name of school	Glasllwch Community Primary School
School type	Nursery and Primary
Age-range of pupils	5 - 11
Address of school	Melbourne Way Newport South Wales
Postcode	NP20 3RH
Telephone number	01633 266398

Headteacher	Mrs Christine Jackson
Date of appointment	January 2003
Chair of governors	Mr Steven Morgan
Registered inspector	Mr Peter Mathias
Dates of inspection	4 <sup>th</sup> –5 <sup>th</sup> March 2008

## 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	0	29	30	30	29	30	30	28	206

Total number of teachers			
Number of teachers	Full-time	Part-time	Full-time equivalent (fte)
	9	0	9

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	30:1
Pupil: adult (fte) ratio in nursery classes	N/A
Pupil: adult (fte) ratio in special classes	30:2
Average class size, excluding nursery and special classes	29
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Spring 2007	N/A	95.5	94.9
Summer 2007	N/A	92.9	92.8
Autumn 2007	N/A	96.1	95.4

Percentage of pupils entitled to free school meals	1
Number of pupils excluded during 12 months prior to inspection	0

## Appendix 3

### National Curriculum Assessment Results

#### End of key stage 1:

National Curriculum Assessment KS1 Results 2007			Number of pupils in Y2:		29		
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher assessment	School	0	0	7	45	48
		National	0	3	14	63	20
En: reading	Teacher assessment	School	0	0	7	41	52
		National	0	4	15	55	26
En: writing	Teacher assessment	School	0	0	7	69	24
		National	0	5	16	68	11
En: speaking and listening	Teacher assessment	School	0	0	0	10	90
		National	0	2	11	64	23
Mathematics	Teacher assessment	School	0	0	7	38	55
		National	0	2	11	65	22
Science	Teacher assessment	School	0	0	0	14	86
		National	0	1	9	66	24

Percentage of pupils attaining at least level 2 in mathematics, science and English according to teacher assessment			
In the school	93.1	In Wales	86.6

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

### National Curriculum Assessment Results

#### End of key stage 2:

National Curriculum Assessment KS2 Results 2007			Number of pupils in Y6		30			
Percentage of pupils at each level								
			W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	10	37	53
		National	1	1	4	16	50	29
Mathematics	Teacher assessment	School	0	0	0	6	30	63
		National	0	1	3	15	50	30
Science	Teacher assessment	School	0	0	0	3	27	70
		National	0	0	2	12	53	32

Percentage of pupils attaining at least level 4 in mathematics, science and English by teacher assessment			
In the school	90	In Wales	74.2

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 five inspectors including a peer assessor, who were present in the school for nine inspector days, carried out the inspection with a nominee from the school.
- Pre-inspection meetings were held with parents and the governing body to discuss the life and work of the school.
- Thirty-one questionnaires were completed by parents and carefully analysed.
- Discussions were held with the headteacher, staff with responsibilities and support staff.
- School documentation and samples of pupils' work were examined.
- Twenty-five lessons or sessions were observed.
- A sample of pupils' work from across the ability range in each year group was examined.
- Inspectors listened to a sample of pupils from each year group reading.
- Discussions were held with pupils about their work and about the life of the school.
- Pupils' behaviour was observed during break periods, at lunchtime and at the beginning and end of the school sessions.
- Inspectors attended assemblies and observed extra-curricular activities.
- Post-inspection meetings were held with the staff and the governing body.

## Appendix 5

### Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Peter Mathias (Registered Inspector)	Context, Summary, Recommendations and Appendices Contributions to Key Questions 1 & 2 Key Questions 5 and 6
Mr Gwynoro Jones (Lay Inspector)	Contributions to Key Questions 1, 3 & 4
Mrs Jan Marsden (Team Inspector)	Contributions to Key Question 2, 3 & 7
Mrs Rhiannon Harris (Team Inspector)	Contributions to Key Questions 4 & 7
Mrs Sheena Duggan (Peer Assessor)	Contributions to all Key Questions
Mrs Christine Jackson (Headteacher/Nominee)	Contributions to all Key Questions

### *Acknowledgement*

*The inspection team would like to thank the governors, headteacher, staff, pupils and parents at the school for their co-operation and courtesy throughout the inspection.*

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