



*Rhagoriaeth i bawb – Excellence for all*

Arolygiaeth Ei Mawrhydi dros Addysg  
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate  
for Education and Training in Wales

**A report on**

**Ysgol Gynradd Gymraeg Pwll Coch  
Lawrenny Avenue  
Cardiff  
CF11 8BR**

**Date of inspection: 10 - 12 May 2011**

**by**

**Dr David Gareth Evans  
Reporting Inspector, under contract to Estyn**

**for**

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

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

**Key Question 1: How good are the outcomes?**

**Key Question 2: How good is provision?**

**Key Question 3: How good are leadership and management?**

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

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

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

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

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## Context

Ysgol Gymraeg Pwll Coch was established in 1996. In September 1999 the school moved to a new building and an extension was completed in 2006 for the junior section. The school reached its capacity of two streams in 2008. The school's catchment area is wide and varied and includes the southern and western parts of the city of Cardiff, especially the areas of Grangetown, Glan yr Afon and parts of Treganna, Pontcanna and Victoria Park.

Currently, there are 454 pupils in the school, including 64 children in the nursery class, 32 in the morning and the same number in the afternoon: there are 390 pupils between the ages of 4-11. There are 14 classes as well as a nursery class.

Pupils come from mixed areas, some are economically advantaged, others economically disadvantaged with the remainder neither particularly advantaged nor disadvantaged.

Approximately 20% of pupils come from Welsh-speaking homes where at least one parent speaks Welsh and approximately 80% come from non-Welsh-speaking homes. Also 19% come from an ethnic background. Currently 7.3% of the pupils receive free school meals; this figure is well below national and local averages. Currently, 15% of pupils are on the Special Educational Needs (SEN) register, and this figure is below national and local averages.

The school was last inspected in the summer term 2005.

The new head teacher was appointed in April 2009.

The 2009-2010 individual school budget per pupil for Ysgol Gymraeg Pwll Coch was £2,889 which compares with a maximum of £14,067 and a minimum of £2,787 for primary schools in Cardiff. The school has the 98 highest budget per pupil of the 102 primary schools in Cardiff.

## Summary

<b>The school's current performance</b>	<b>Good</b>
<b>The school's prospects for improvement</b>	<b>Good</b>

### Current performance

The school is good because:

- most pupils make good progress in learning and achieve good standards in the key skills across the curriculum;
- the school succeeds in developing bilingualism successfully from an early age;
- teaching is good overall across the school; and
- there is a caring, family ethos which ensures that nearly all pupils enjoy the school and feel safe.

### Prospects for improvement

The overall prospects for improvement are good because:

- the self-evaluation processes are effective and, as a result, the school identifies correctly nearly all of its strengths and weaknesses;
- plans for improvement lead to effective implementation and standards in the areas that need attention are rising; and
- school leadership is developing well at all levels and places good emphasis on raising standards.

## Recommendations

In order to improve, the school needs to:

- R1 continue to develop the provision for the more-able pupils; and
- R2 further develop the role of the governing body as a critical friend.

### ***What happens next?***

The school will produce an action plan within 45 days that shows how it will address these recommendations.

## Main findings

**Key Question 1: How good are outcomes?**

**Good**

### **Standards: Good**

Children's levels of attainment when they enter the school are average. However, most achieve the outcomes expected of their age by the end of the Foundation Stage.

Most pupils' standards in Welsh are good and, in many cases, very good. They quickly develop to become confident speakers and, as they move from one year to the next, their ability to use the language in different contexts is developing well. In addition, their ability to use both Welsh and English to collect and interpret information is developing very successfully.

Pupils' reading skills are developing well throughout the school, and most read confidently. Most pupils' writing skills are good and there is noticeable progress in the older pupils' writing standards this year. The English skills of the majority of Key Stage 2 (KS2) pupils are good. They speak confidently and read a range of materials meaningfully. Most produce extended writing in a range of media across the curriculum.

Most pupils' thinking skills and their ability to work independently are developing especially well. Across the school pupils make sensible decisions and know what to do when facing new challenges. Most pupils' numeracy skills are good and the computer skills of nearly all are developing very effectively.

Pupils who are entitled to receive free school meals and those with special educational needs (SEN) achieve well. However, the more-able ones do not always achieve to their full potential according to the evidence seen of their work, analysis of school data and lesson observations.

In KS1, over the last four years the percentage of pupils attaining the expected level (level 2) in the statutory assessments has been above the national, local and family averages in mathematics and science, and in Welsh apart from 2009. The Core Subject Indicator (CSI), which is the percentage of pupil attaining at least level 2 in Welsh, mathematics and science combined, is also above the averages over the same period. When KS1 results in 2010 are compared with other similar schools, using the free school meals indicator, the results in Welsh, science and the CSI were lower than the average, whilst results in mathematics were higher than the average. Girls' performance was better than the boys' in Welsh in 2010. In Welsh the percentage that reach level 3 or above is lower than comparative averages over two years; in mathematics the percentage at level 3 has dropped significantly since 2008 and now is below the three averages; whilst in science the percentage has been below the averages since 2008.

In KS2, the percentage of pupils that reached the expected level (level 4) in English, mathematics and science was higher than the national, local and family of schools'

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averages in 2009 and 2010. The CSI was also higher than comparative averages by 2009 and 2010. But in Welsh the trend in performance has varied over the same period and in 2007 and 2008 the percentage that attained the expected level was below the averages. However, there was a significant improvement in 2009 and then it fell below the national and local averages in 2010. In 2010 the percentage that attained the higher level than expected (level 5) in Welsh, English, mathematics and science was below the national, local and family of schools' averages and it has varied over the last four years. In 2010, girls performed better than boys in the CSI and the core subjects, apart from Welsh.

When comparing KS2 results with similar schools across Wales using the free school meals indicator, the school's results have fluctuated over the four years. They were in the third quartile for the CSI, Welsh and mathematics in 2010 and in the fourth quartile for English and science. English and science have been in the fourth quartile for three of the last four years.

**Wellbeing: Good**

Most pupils have a strong awareness that healthy eating and fitness contribute towards a healthy body and mind. They show great respect towards each other and they are proud of their school and of its close community. Pupils' attitudes towards learning are good and they take enthusiastic and effective responsibility for their own learning, supporting each other extremely well in their lessons and activities.

The attendance for the year 2009-2010 was 94.7%, a figure which is higher than national and local averages. The absences without authority for this period were also better than the averages. Punctuality both at the start of the school day and at the start of the teaching sessions is good overall.

Pupils' behaviour is extremely good. They are courteous, welcoming and very eager to talk about the school's strengths. There have been no exclusions for many years.

The school council is strong with members' responsibilities clearly defined. Members are industrious and responsible, and they are confident that a number of the council's recommendations are considered and implemented.

<b>Key Question 2: How good is provision?</b>	<b>Good</b>
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**Learning experiences: Good**

Schemes of work are comprehensive and appropriate for the pupils' age and ability. They provide pupils with good opportunities to play an active role in the process of planning the provision by choosing theme trails and organising activities.

The skills provision is planned to match the Foundation Stage methods. Every theme is divided between the areas of learning and due attention is given to key and subject skills. A wide provision of learning experiences reinforces the needs of most pupils well. By means of appropriate planning the school has succeeded in developing skills consistently well across all areas. Planning for developing the Welsh language is purposive and very effective and ensures the bilingualism of all pupils in the school.

A prominent place is given to local culture and the Cwricwlwm Cymreig, which reflects very positively on the life and work of the school.

The school has been awarded the Green School banner and this promotes processes such as re-cycling, energy conservation and healthy living successfully. The school offers varied global citizenship experiences in geography and through various links.

### **Teaching: Good**

Teaching is consistently good with some lessons being excellent. Where the teaching is good, teachers have a good understanding of the curriculum, they explain new concepts clearly and motivate pupils effectively. There is good pace to the lessons and probing questioning extends pupils' understanding within a positive learning environment.

Teachers have high expectations. Nevertheless, at times, the practice of differentiating appropriately in response to the needs of the more-able pupils is inconsistent and the work set is not always sufficiently challenging to ensure that they develop to their full potential.

The taught sessions are thoroughly planned and the support staff's contribution to the standard of pupils' learning is significant. School resources are used effectively to support learning and pupil behaviour is managed effectively.

All teachers offer detailed, constructive feedback to pupils, orally and in writing. The effective tracking system ensures that teachers track pupils' progress and intervene when necessary. Most teachers use assessment for learning strategies successfully and encourage pupils to assess their own and others' performance in a constructive manner.

The school records pupils' progress and welfare clearly and thoroughly. The arrangements ensure a clear identification of the needs of most pupils and they also help to report effectively to parents on their children's progress.

### **Care, support and guidance: Good**

The provision within the school and extra-curricular activities to develop healthy attitudes and fitness are effective aspects. Parents' and pupils' views confirm that the school has very effective arrangements for ensuring the safety and the emotional wellbeing of pupils. The arrangements also ensure that pupils' spiritual, moral, social and cultural development is good.

The school provides a wide range of information to pupils and parents. When appropriate the school urges pupils and parents to accept guidance from specialist external agencies.

The school has a policy and appropriate procedures for safeguarding pupils.

There are thorough arrangements and systems for identifying pupils in need of additional support. The learning experiences that are provided effectively support



them to achieve appropriate standards. The support is effectively co-ordinated in the school and tracking procedures are used well to target additional support and to monitor its effect. The school holds regular progress reviews and consults well with parents and guardians.

### **Learning environment: Good**

The school operates as a close community and respects every member, whether staff or pupils. Pupils and staff greet each other courteously and the strong feeling of contentment and happiness is a very noticeable feature. Every child, without exception, is accepted and included in the school's curricular and extra-curricular activities.

The school is actively involved in raising money for good causes locally, nationally and internationally. This raises pupils' awareness of equality and diversity.

The school provides an effective learning environment which enriches pupils' experiences. It has sufficient resources and space for the number of pupils on roll and the internal teaching areas and external space are very well maintained. Pupils and teachers make very purposeful use of all the space and the resources.

The teaching areas in the building and the corridors are appropriately decorated to enable pupils to work in different ways. This includes a quiet environment for individual work, and specific areas for practical activities.

<b>Key Question 3: How good are leadership and management?</b>	<b>Good</b>
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### **Leadership: Good**

The head teacher possesses a clear vision for the school and succeeds in conveying this vision very successfully to staff, governors and pupils alike. In a quiet, sincere and professional manner the head teacher gives a clear strategic direction to the life and work of the school, and this has a positive influence on standards and the welfare of pupils. The head teacher, the deputy head teacher and staff work together effectively as a team.

All members of staff have responsibilities and clearly defined job descriptions that are undertaken very conscientiously. Curriculum co-ordinators offer clear leadership in their areas of responsibilities and contribute effectively to the self-evaluation process.

Members of the governing body undertake their statutory responsibilities effectively. They are very supportive of the work of the school and are increasingly aware of their responsibilities. They are beginning to use data more effectively to identify strengths and areas to improve in the school. They attend the school as individuals from time to time, but their role in monitoring provision and challenging the school as a critical friend is less well developed.

The school succeeds in paying due attention to a number of current priorities. It successfully implements the Foundation Stage and a number of strategies to promote thinking skills and assessment for learning. The school has also committed

itself to various plans in order to promote pupils' standards, welfare and fitness and it recognises the importance of pupils' views in all aspects of school life.

### **Improving quality: Good**

The self-evaluation report is of good quality and it identifies clearly the majority of areas to be developed within the school. The school ensures that every member of staff is involved in this process. Questionnaires are given to parents, pupils and governors and responses are analyzed before the results are transferred to parents via the school website. The self-evaluation process has an appropriate influence on the priorities in the school development plan. The process includes lesson observations, questioning learners and inspecting pupils' work.

The school development plan, which is of good quality, is produced on the basis of an appraisal of the previous plan and priorities that have become apparent as part of the self-evaluation process. Priorities are appropriately costed, the responsible person identified, the period for implementation and the success criteria noted clearly.

Teachers are involved in effective networks of professional practice. 'Moodle' is used for plans and policies in order to share good practice and ensure consistency in the school. Internally, meetings are held to discuss and share latest practices in the areas of learning and teaching. There is a close working relationship with the local cluster of schools on many projects. These partnerships have a positive influence on planning and on developing the latest practices in education. The school has an appropriate system of performance management which offers opportunities for continuous professional development. The school has created initial links with schools within the family of schools.

### **Partnership working: Good**

The school has an appropriate and effective range of strategic partners. These partnerships support the school to ensure good outcomes for pupils' learning and welfare.

Many other visitors from the local community make a good contribution to enriching pupils' learning experiences. The school's parents' and teachers' association makes an effective contribution to many aspects of the school.

The school works well with many visitors and services to enrich pupils' learning experiences. There are effective systems in place to standardise and moderate pupils' work.

### **Resource management: Good**

The school has sufficient qualified staff to teach the curriculum effectively. Teachers and support staff work together well and they are deployed well to satisfy the needs of a school which teaches two languages. Teachers use their planning, preparation and assessment time effectively.

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Expenditure in the school development plan is carefully recorded, especially for staffing. The head teacher regularly monitors the budget, and the governing body finance committee meets regularly to review the situation. School leaders distribute the finances effectively to satisfy the priorities identified in the school development plan.

In the context of the outcomes the school ensures for its pupils, the school provides good value for money.

## Appendix 1

### Stakeholder satisfaction report

#### Responses to parent questionnaires

Seventy-nine parent questionnaires were returned and most are satisfied or very satisfied with the school overall. Everyone says that their children received support to settle into the school when they first started and nearly all stated that their children feel safe there. Nearly all believe that the teaching is good and that staff expect their children to work hard. Most believe that the school urges their children to be healthy and to partake in regular physical activity. They believe that homework is appropriate and many believe that they receive regular information regarding their children's progress. Most state that the school helps their children to mature, to accept responsibility and that it provides appropriate additional support in relation to any specific individual needs. Many parents feel that they understand the school procedures for dealing with complaints. Most state that there is a good variety of activities, including trips and visits, and that the school is well run.

Many feel that their children are prepared well to move on to the next school. Many feel comfortable in to ask questions of the school, to make suggestions or to present a complaint; and they believe that members of staff treat all children fairly and with respect. Most believe that their children make good progress and that pupils behave well overall in the school.

#### Responses to learner questionnaires

One hundred key stage 2 pupils completed the questionnaire and members of the team spoke with others during the inspection. Nearly all say that they feel safe in the school and that the school teaches them how to keep healthy. Most know with whom they can speak if they have any worries or if they find their work difficult. Many believe that there are enough resources in the school. All of the pupils are of the opinion that teachers and other adults help them to learn and make progress. Most feel that they are doing well in school. Many state that the school deals well with bullying. Around 26 % of pupils believe that other pupils' behaviour affects their ability to undertake their work and 38% disagree that nearly all pupils behave well at playtimes and during lunchtime.

## Appendix 2

### The inspection team

Dr David Gareth Evans	Reporting Inspector
Mrs Owenna Davies	Team Inspector
Mr Dylan Jones	Lay Inspector
Mr Terry Williams	Peer Inspector
Mrs Meinir Howells	School Nominee

### Copies of the report

Copies of this report are available from the school and from the Estyn website ([www.estyn.gov.uk](http://www.estyn.gov.uk))

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### 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 five during the academic year. Year 1 refers to the year group of pupils who reach the age of six 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 four key stages cover the following year groups:

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